

THE CHAUTAUQUAN

Vol. 69.

DECEMBER, 1912

No. 1



The Elections and After

There was a "landslide" on November 5, and it was a Democratic one. Wilson and Marshall swept the country, carrying the moderate East, the solid South and much of the militant and progressive West.

The narrow partisan has his ready explanation of the result, but the Democratic victory, in point of fact, was not an old-fashioned partisan victory. Nor was it a victory for reaction over progress. The people did not vote for standpatism and "narrow construction" of the Constitution. They voted for reform, for political, social and industrial justice, even though they made the Democratic party and candidates, and not the new or third party, their immediate instrument.

In voting for Wilson and Marshall they voted for the supremacy and leadership of the best element of the Democratic party. They voted for tariff revision, for economic freedom, for the continued enforcement of the law against harmful and predatory trusts, and for the other policies tending to equalize opportunity and preserve liberty. They voted for the Baltimore platform as interpreted by sincere and high-minded progressives, and not by spoilsmen, professional and blind partisans.

President-elect Wilson will have Congress with him and behind him. A courageous, earnest, progressive administration is expected of him—an administration in no sense partisan. Business, it is felt, has no occasion for appre-

hension. There is to be nothing destructive in the tariff-revision and trust policies of the new administration. The attack, according to the campaign utterances of the President-elect, is to be on special and illegitimate privilege, on the element of extortion and graft in the tariff, on dishonesty and oppression in "big business," but not on anything that is legitimate and moral in corporate affairs or in commerce. It is true that these are vague expressions; it remains to make them specific and concrete. It remains to translate them into a practical program of legislation and government.

The future of the third party will largely depend on events and developments. It is not to be dissolved, but whether its adherents, "ex-Republicans" as a rule, will all stay in it or return to the old party in order to vitalize it and prevent it from drifting into reaction, time will tell. The Progressive platform contains much that any party in power must assimilate and adopt. The country is awake and progressive. All parties will doubtless contribute, especially in the states, to the success of the same cause of justice and reform which attracted so many ardent and sincere men to the third party movement. The tremendous Wilson-Marshall victory has not changed the conviction of the deeper students of politics that a realignment is inevitable in the near future and that old cries and dogmas must make way for vital and real issues, economic and moral.



War and Diplomatic Activity in Europe

The foreign ministers in Europe have been unusually busy in the last several months, even before the outbreak of the Balkan War. There is much speculation concerning the significance of certain incidents and movements such as the visit of the French premier, Poincaré, to St. Petersburg, the visit of the Russian foreign minister Sazonoff, to London, the concentration of the French fleet in the Medi-

terranean, and so on. There has been talk of new complications between Germany and France, and belligerent articles have appeared in the official and semi-official journals of both countries. Not since the Moroccan trouble has the situation in Europe seemed so critical and dangerous. The Balkan crisis has for a time overshadowed everything else.

While the official explanations of the incidents in question have been optimistic in tone, they have furnished little actual information. It is known, however, that several "sore spots," either in Europe or in the spheres of European influence, have demanded attention. It does not seem in the least probable that any one of the great powers is contemplating a step that would disturb the present balance of power. No re-alignment of the powers is anticipated. The Triple Alliance of Germany, Austria and Italy is certain to be renewed, although France, in transferring her fleet from Brest to Toulon, is said by certain German papers to be "coercing" Italy into some change of policy. On the other hand, the Triple Entente of France, Russia and England has undoubtedly been renewed and strengthened. A naval convention has been negotiated between Russia and France to supplement their military convention. The general understanding is that, although no general European war cloud is on the horizon, it has been decided that the interests of the armed peace, in view of the continued expansion of the German navy, require such naval co-operation on the part of the Triple Alliance as would give France the task of defending her Mediterranean possessions, intrust to England the defense of the North Sea, while charging Russia with the duty of guarding the Baltic Sea. Germany regards this move as one directed against her quite as much as it is directed against Italy. If, however, the peace of the world is not to be broken, she has nothing to fear from the redistribution of the naval forces of the Triple Alliance. Are not the European statesmen always asserting that to prepare for war is the best way to prevent war? If this argument is

good as against the peace and arbitration advocates, why is it not good between the "practical" politicians? If war *should* come, says the Triple Alliance, such-and-such a disposition of the fleets would be necessary and advantageous. It does not follow that war will or must come. In truth, there is at present no conflict of any substantial interest between France and Germany, or between England and Germany. Efforts to improve Anglo-German relations are not very successful, as there is too much suspicion and jealousy and prejudice to overcome; still, the best minds in both countries are persevering in such efforts.

The danger spots just alluded to were Turkey, the Balkans, Persia and Tripoli. In Turkey constitutional government is by no means safely established, and only radical reforms honestly attempted in Albania, Macedonia and elsewhere could have prevented a general "conflagration." Bulgaria and Montenegro had difficulty in restraining their populations as long as they did from attacking Turkey out of sympathy with the oppressed Christians in her dominions. The recently reorganized Turkish cabinet not only made liberal concessions to Albania, but issued a decree pledging itself to extend the same reforms—educational, fiscal, administrative, judicial—to the whole of European Turkey. This relieved the crisis for a time but it did not clear the atmosphere, and the explosion finally came in the Balkans—an explosion which startled and alarmed Europe. The Balkan alliance for the purpose of fighting Turkey had been secretly negotiated. Delays and broken promises on the part of Turkey exhausted the patience of the Balkan states, whose faith in Turkish constitutionalism and reform was never strong.

Thus, once more, the problem in the Near East confronted Europe at a time when the powers seemed to be in no mood for harmonious action. Rebellion in Turkey or war in the Balkans, it was feared, would reopen old controversies and wounds. It might subject the balance of

power to too severe a strain. Fortunately, Europe "found herself" when the crisis came, and the great powers reached an agreement which was expected to "localize" or limit the Balkan War and prevent more disastrous complications. The utter collapse of Turkey, due to her unpreparedness and to her internal troubles, may, however, upset the plans of the powers. The situation at this writing, is full of difficulty and peril. The Balkan alliance is triumphant and may not tamely accept the dictations of the powers. The whole question of Turkey in Europe is re-opened. On the other hand, there is danger of counter-revolution in Asiatic Turkey and of the overthrow of the new régime which has suffered one reverse after another.

Another serious question is that of the future of Persia. Russia and England, as part of their understanding, had reached a compromise as to Persia. That compromise has not worked well. England has given Russia too full a hand in Persia. The British liberals and radicals have vigorously assailed the Persian policy of their own ministry, calling it weak, cowardly and immoral. The Constitution is suspended in Persia; the present ruler is incompetent; the finances are in a state of disorder. Russia is accused of scheming to assert complete control of northern Persia and to re-establish the despotic rule of the shah dominated by her. England is supposed to favor a free, sovereign and rehabilitated Persia. Can an agreement be reached with Russia on the latter basis? Will Russia yield in Persia for the sake of her interests elsewhere? Does she need and value the *entente* with England sufficiently to accept a progressive and proper solution of the Persian problem? Finally, there are questions in Morocco, in China, in Thibet, which, were any power desirous of fishing in troubled waters, might give rise to complications. Europe must decide how to treat the new Chinese Republic—which has not yet been recognized—and how to maintain Chinese integrity and the open door without offending either Russia or Japan, whose respective

"designs" in Manchuria and Mongolia are believed to be selfish and inimical to China.

However, the key to the general "world situation," to which the Balkan War sharply directed renewed attention, is still to be found in the mutual relations of England and Germany, and to some extent in the relations between Russia and Austria, which latter powers have long pursued opposite policies in the Balkans—Russia standing for unity and Austria for division. The powers must act as a unit and this involves understanding and good-will among them.



The Panama Canal and Treaty Obligations

From every point of view except that of the jingo or the sensational, unscrupulous news-vender the present controversy between England and the United States over the Panama Canal act is to be deeply regretted. The act contains some necessary provisions in regard to the administration of the canal, the government of the zone, tolls, etc. These, however, might have been separated from the dubious and contentious provisions, one of which concerns purely domestic policy, and the other of which raises a very grave international question.

To deal with the latter first: Is the provision in the canal act exempting all American coastwise shipping from toll payment a violation of the Hay-Pauncefote treaty in regard to the isthmian canal? The British government (the opposition and the nation concurring) asserts that it is such a violation. France, Germany, Russia and other countries have taken the same view as bystanders. Nay, they are lecturing, through their official and leading papers, "the American people" (who had little to do with the matter) on violation of treaties, repudiation of obligations, hypocritical professions, and teaching us that "honesty is the best policy." All Europe is being assured that "the Americans" are selfish, greedy, commercial and treacherous, and that it is idle

to make treaties with them, especially treaties of arbitration.

Moreover, in the United States a great many editors and public men, including able senators and representatives, hold and vigorously assert that the British are unquestionably right—that is, that the provision for toll-less “coastwise” shipping, confined to Americans, is a plain violation of the treaty with England. The treaty, it is true, is not as objectionable and offensive as the Senate tried to make it, for that chamber wished to exempt from toll paying *all* American ships, whether engaged in coastwise shipping or foreign trade. That attempt aroused so much opposition in the press and elsewhere that it had to be abandoned. But even as the act stands, it is clearly open to question. The clause of the Hay-Pauncefote treaty which bears on the toll question is brief, and reads as follows: “The canal shall be full and open to the vessels of commerce and of war of *all nations . . . on terms of entire equality*, so that there shall be no discrimination against any such nation or its citizens, in respect of the conditions or charges of traffic, or otherwise.” “All nations,” not all *other* nations, is the phrase used. If “all nations” includes the United States, then even our “coasters” (ships carrying goods from port to port under American sovereignty) cannot be exempted from tolls.

The position of Congress and of the President (who defended the canal act in a long memorandum) is that “all nations” means *all other* nations, and that the pledge of “entire equality” is only a pledge of favored-nation treatment. In other words, we agreed to treat all other nations alike and to discriminate against none in our canal, which we shall have built and fortified when it is ready for traffic. This view was taken by the Hearst newspapers at the outset—by them and a few others. If this be the sound view, then we need *not* limit the exemption to coastwise shipping, but may exempt from toll any and all American ships. The argument for the present act is worse than the act itself.

It would justify actual, manifest discrimination while the present act permits only theoretical discrimination since coastwise shipping is already a complete monopoly of Americans. Mr. Taft's argument has alarmed England and all Europe and against us are quoted not only the terms of the treaty but the strong statements of our own statesmen and jurists and leading editors.

The controversy, we repeat, is regrettable and unfortunate. It is needless and inopportune as well. It may endanger the pending arbitration treaties. Even the limited arbitration treaty which we now have with England may be suffered to lapse without renewal, so bitter is the feeling in that country, and in its colonies as well.

The exemption clause was gratuitous, as many men in Congress felt and said. American shipping is able to pay moderate tolls, and ought to pay them. The canal will cost the people \$500,000,000, and the taxpayers will derive no benefit whatever from the exemption which gives profit to a monopoly already most profitable. This is supposed to be an era of reform, of anti-privilege legislation, of moral progress. Why confer new privileges and subsidies? Why endanger arbitration and good will?

If the objectionable provision is not repealed next winter, the question whether it violates the treaty with England should go to the court at The Hague. England will insist on such submission, and we cannot honorably or decently refuse to arbitrate the matter. It arises under a treaty and involves the interpretation of a clause that is vital and substantial. To say, as some do, that we should not ever arbitrate the dispute is to assume a revolting and discreditable attitude. Only jingoes and enemies of peace and justice can seriously propose such a course.

The provision in the act which has raised a question of domestic policy is that which is designed to keep out of the canal ships owned or controlled by railroads. Whether this is necessary and fair to the railroads; whether regulation

of rates and charges is not better than exclusion; whether the success of the canal (which the railroads *have* fought, most unwisely) demands the prohibition in question, are points that are now under active discussion. It may be added that the provision is a blow to the Canadian Pacific Railroad and puts another obstacle in the way of reciprocity with Canada.



The Panama Canal near Completion

Aside from the unfortunate controversy over the toll question, all the developments in connection with the isthmian canal furnish cause for satisfaction and congratulation. Col. Goethals, the builder of the waterway, reports that the first ship will be admitted into the canal in September, 1913. The progress of the great work has been uninterrupted and extraordinary. Where the French under the direction of De Lesseps, the builder of the Suez Canal, failed utterly, the United States has succeeded brilliantly. The first success that reflected credit on American genius and foresight on the Isthmus was achieved in connection with sanitation. That proved the way to engineering success. To do away with fever, disease and a paralyzing death-rate was to ensure a sufficient and efficient supply of labor. In addition to health, the United States realized that labor of all grades of skill and importance must be made comfortable on the Isthmus. Good wages, short hours, proper housing, attractions of wholesome character, social welfare work—all this was offered to labor, and Col. Goethals, with such favorable conditions to aid him, managed to inspire the army of his subordinates with the faith and enthusiasm with which he himself has been actuated.

The canal will be ready sooner than was originally expected. Its formal opening will not take place until 1915, perhaps, but this is due to the fact that owners of ships demand eighteen months' or two years' notice before readjust-

ing their present routes. Special ships are being built—or will be built—for the canal and the new routes. Depots and supply-houses will be built along the canal. The essential fact, however, is that the great inter-oceanic link, the dream of centuries, is practically an accomplished fact.

In discussing the commercial effects of the canal, a special writer in the *London Times* said recently:

The opening of the Panama Canal for traffic will result in a shifting of trade routes comparable only with the effect produced by the closing of the Eastern channels of trade by the capture of Constantinople by the Turks in 1453. That event was the impelling cause of the discovery of America. It led swiftly to the decline of the Mediterranean States and to the beginnings of the rivalry for world dominion among the Atlantic Powers.

The most obvious result of providing a waterway through Central America will be to reduce the distance between New York on the Eastern and all ports on the Western seaboard of America, north of Panama, by the pretty considerable figure of 8,415 miles. The voyage between New York and the Pacific ports of America, south of Panama, is reduced by an average of 5,000 miles. Substituting Liverpool for New York, the reductions in these two cases are 6,046 miles and 2,600. So the United States stand to gain very substantially in these respects.

With regard to Asiatic and Australian trade, a good idea of the impending shifting of trade routes may be formed by considering a table given in a book by Dr. Vaughan Cornish. Here it is:

			Nearer to New York than Liver- pool by
Yokohama	{	New York via Panama, San Francisco, and Great Circle 9,835	{ 1,805 miles
		Liverpool, via Suez, Aden, Colombo, Sin- gapore, Hong-kong and Shanghai 11,640	
Sydney	{	New York, via Panama and Tahiti 9,852	{ 2,382 miles
		Liverpool, via Suez, Aden, Colombo, King George's Sound, Ade- laide, Melbourne .. 12,234	
Wellington N. Z.	{	New York via Panama and Tahiti 8,872	{ 2,759 miles
		Liverpool, via Panama and Tahiti 11,631	

To British imperialists this shrinkage of space between Australia and the United States is causing grave concern. They do not venture to "dip into the future," but they admit that the fact cannot fail to bring tremendous changes.

The canal will increase American exports to the Orient and to the western coast of the American continent. It will stimulate infant industries like silk and cause a boom in ports like Galveston. San Francisco will establish new lines to Europe.

The canal is about fifty miles long, of which only about fifteen miles are at sea-level. The remainder is a high-level canal. The ascent and descent will be effected by locks. The minimum depth of the channel is forty-one feet. The remarkable engineering features of the canal will require special attention. Some problems are even now presenting themselves in the Culebra section, but no one doubts that they will be solved happily. Energy, wealth, efficiency and organizing ability have accomplished miracles in the canal zone since 1906, when the little Republic of Panama came into existence as the result of a revolt and eager recognition of it by the United States, and when the canal and zone treaty were negotiated.



The Last of the British Suffrage Bills

What may be regarded as the final measure in a historic series of political emancipation bills is now pending in the British Parliament. It is an adult manhood suffrage bill, and it will definitely establish citizenship rather than property as the basis of suffrage. It is a measure of simplification and democratization, dictated by the spirit of the age. The extension of the franchise contemplated by the bill is momentous. Roughly speaking, it will add about 3,000,000 voters to the register and they will all come from the poorer and the toiling classes.

The chief provisions of the measure are as follows:

1. No person shall be registered or vote for more than one constituency.
2. An elector may be qualified by residence or occupation, and in no other way.
3. The qualifying period of residence or occupation will be six months.
4. Voters removing from one house to another in the same constituency remain qualified in spite of change of address. Voters changing from one constituency to another retain their voting power for the constituency they have left, while qualifying for the constituency into which they have moved.
5. Town clerks of boroughs and clerks to County Councils to be registration officers, and to publish a complete register at least once a year.
6. Revision courts to be abolished, and objections to voters to be heard in the County Courts.
7. University representation to be abolished.
8. Plural voting is to be prevented by penalties. Anyone knowingly seeking to secure a plural vote will be guilty of corrupt practices, and will be liable to a fine of £200, or one year's imprisonment, and be incapacitated from voting for seven years.

At present there are about 500,000 plural voters in the United Kingdom, according to various estimates, and most of these are affiliated with the Tory party. Plural voting is justifiable only on the principle that the citizen votes not as a man but as a proprietor or owner or representative of certain interests. The conservatives oppose the new franchise bill on this precise ground, pointing out that under "citizenship" principle the financial and commercial center known as "the city" of London would be deprived of all direct representation, since there are no residences in that quarter. The Liberal, Political and Democratic view is that, where men vote as men, every proper interest will be sufficiently protected and represented, and that the question of residence is wholly immaterial except as a basis for simple and honest registration, or the prevention of fraud.

The opposition to this manhood suffrage bill will not seriously hamper its progress. It may be rejected by the Lords, but if the present government retains power for two or more years longer, the bill will become law in spite of the upper chamber, whose veto is only suspensory now, not final. The Asquith government has suffered additional losses

at by-elections, and the opposition confidently predicts the early collapse of the government and the return of the conservatives to power. The great national insurance act is still unpopular with some of its less intelligent beneficiaries, and there have occurred local strikes against that feature of it which requires contributions to the insurance fund by the workmen themselves. Other causes have tended to weaken the Asquith government. But the tide may turn, and it may succeed in carrying its important reform measures before dissolving Parliament.

Reverting to the question of suffrage, the possibility of adult womanhood suffrage is just now considered to be remote. The government will maintain a neutral attitude, and a woman-suffrage amendment will be proposed and voted on in the Commons. It is not expected to pass, but a moderate "conciliation" woman-suffrage bill, enfranchising about one million women, may be re-introduced and put through. It is certain that the tactics of the militant and extreme suffragettes have injured the cause of equal suffrage in Parliament, if not in the country at large.



The New Era in Japan

With the death of Mutsa Hito, the great and reform Mikado of Japan, an era came to an end in that mysterious empire, which, in spite of all its westernization, is little understood in the occident, and which, it must be admitted, is not manifesting any profound desire to be fully understood. There is much of the old Japan, of the Samurai spirit, left in new Japan. On the day of the emperor's death men and women all over the empire committed suicide to prove their loyalty to their emperor, whom Japan regards as almost divine—a descendant of the gods—and to whom, in peace and war alike all victories and achievements are attributed. "The virtues of the emperor" is no empty formula even to the educated and advanced Japanese. On the day

of the emperor's funeral General Nogi, the victor of Port Arthur, and his wife committed suicide in the "classical" Samurai manner. Nogi declared in his will that he could not survive his emperor or further serve his country, and that he had once faltered—as a very young man—in the performance of his duty to the emperor, for which offence he must suffer when further atonement had become impossible. It is true that not all Japan expressed admiration for Nogi's act; doubts and criticisms were heard. But the nation as a whole was not shocked; it considered the act noble and glorious. One perceives the truth of Lafcadio Hearn's statement that the real intellectual and moral force of the nation, its most exalted spirit, still earnestly resists occidental influences in so far as the inner life of the nation is concerned. It has often been remarked by cultivated Japanese that no western intelligence can grasp the subtle ideas which characterize the relation between the Japanese patriot and the emperor, or the Japanese sentiment toward ancestors and the family, and so on. Things that seem ridiculous or superstitious when crudely stated or misunderstood would be regarded as fine and elevated were their essential meaning and quality properly appreciated.

The effects of the death of Emperor Mutsa Hito will be slow in manifesting themselves. The new emperor is a very different man from his father. He was educated in Europe; he speaks several foreign languages; he has lived in the great world and has met all sorts and conditions of men. He has had a good military training. He is not likely to play the part of the demigod, or to succeed in it if he should undertake to play it.

It hardly needs saying that in foreign affairs and external relations the new emperor will continue the policies of the "elder statesmen" and of his father. Japan will not go backward industrially or scientifically. She will continue to improve her means of transportation, to rebuild her cities, to develop efficiency and promote discipline and national

unity. She will maintain her political alliances and pursue her purposes in Korea, Manchuria and China.

The new era is called Taisho (Righteousness), while that just closed was the era of Meiji, or Enlightenment. It is perhaps significant that the enlightened new emperor should have so promptly signified his intention of seeking righteousness rather than greater power and glory. Japan, according to the best observers, faces great moral and spiritual problems. How is "westernized" Japan to reconcile her progress with the old national ideals of piety, devotion, self-sacrifice, patriotism and benevolence? How is the best of the Old Japan to be perpetuated under constantly changing conditions? The educational question in Japan has for many years been chiefly a question of preserving and stimulating individual morality. Little has been done to advance its solution, although, by means of an imperial rescript, morality has been taught in the schools. The Japanese students have copied the ways of other students; Japan has labor unrest, a socialist movement, and even an anarchistic agitation among the scholars and workmen. The New Era must grapple with these tendencies either as the Occident is doing or after her own peculiar fashion. For these tasks she will need not only intelligence but "righteousness."



NOTES

Holland, like most European countries, insists upon religious training in the public schools, but her system is described as "omnidenominational." Definite religious instruction is given, but the children are not allowed to be separated according to "confessions." Sectarian schools exist, but they are essentially private institutions, and make no claim on the state for support.

In the kingdom of Saxony a new school bill is before the Landstag. Some of the proposals are: Licenses required for teachers in private as well as public schools; supervision of regular school subjects by the clergy abolished; attendance upon continuation schools made obligatory for girls as well as boys. Religious instruction continues to be compulsory, despite the agitation against it.



Esperanto is taught in some of the State-supported schools in England, France, and Germany.



Men teachers in Schwarzburg-Sonderhausen, Germany, are required to ask permission of the school authorities before they can marry, according to a new law. Warning is given that this permission will be denied in case of "obvious inability of the teacher to support a family."



As the invited guest of Chicago University and other institutions, Professor Caspar Rene Gregory, of the University of Leipzig, Germany, traveled nearly 23,000 miles in the United States and Canada during the past year, lecturing before institutions in twenty-six States of the Union and nine of the Canadian provinces. Professor Gregory is said to be the only American holding a regular professorship in a German university.



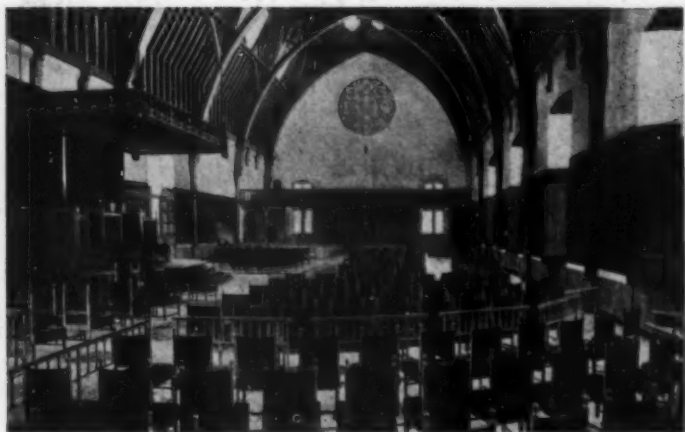
A German school is to be established in the city of Barranquilla, Colombia. The Germans living in that region have raised the funds for the land and building, and the German Government will send out and maintain the teachers.



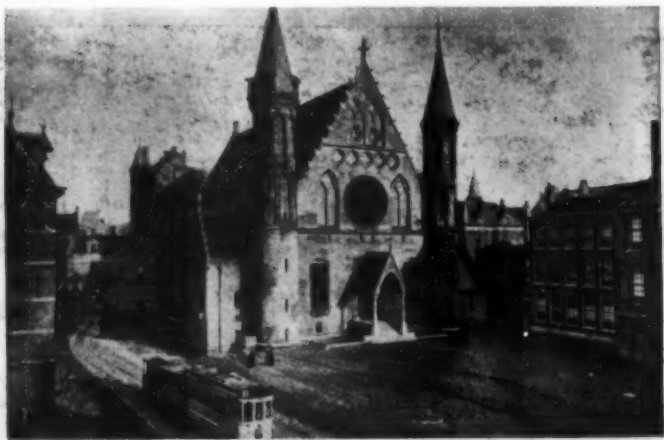
A course in penal studies was recently instituted by the University of Montpellier, France. Physicians, publicists, lawyers, police and court officials were among those who enrolled for the course. American educators hope that the interest in criminology will lead to something similar in this country.







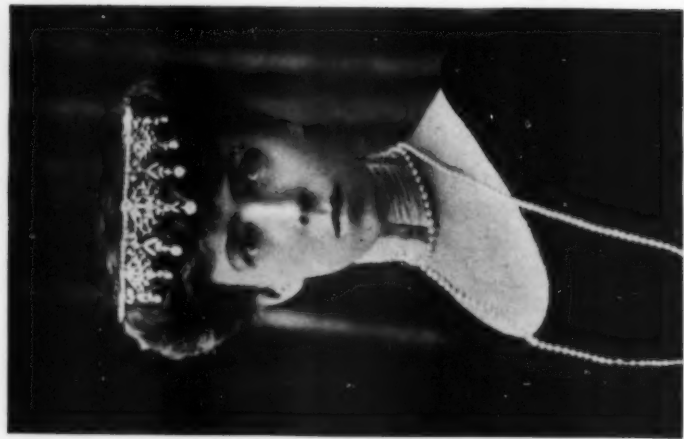
Interior Hall of the Knights, The Hague
Meeting place of joint sittings of two chambers



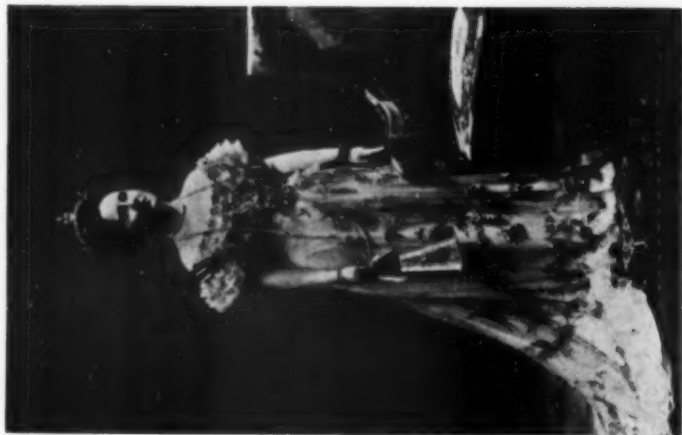
Hall of the Knights, The Hague



Albert I, King of Belgium



Elisabeth, Queen of Belgium



Wilhelmina, Queen of the Netherlands



Prince Henry of the Netherlands



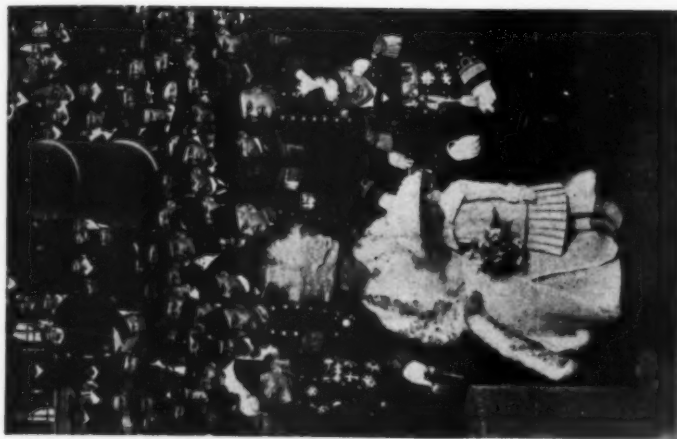
Duke of Brabant and Count of Flanders
(Belgium)



Princess Juliana (Netherlands)



The Belgian Royal Family



The Dutch Royal Family on board
"de Heemskerk"



Royal Palace, Brussels



Royal Palace, The Hague



Royal Palace, Amsterdam
Where queen spends one week each year



Royal Château, Lacken
Residence of Belgian Royal Family near Brussels



The late King Leopold II and his daughter Clementine
(married Prince Victor-Napoleon, November 14,
1910)



Palace of the Nation, Brussels
Meeting place of Belgian Parliament







Wilhelmina, Queen of Netherlands Albert I, King of Belgians*

THE RULERS OF THE LOW COUNTRIES

Arthur E. Bestor

THE Low Countries, Holland and Belgium, have many things in common. They are small in area, Holland having 12,648 square miles and Belgium 11,373; their population is very nearly the same, that of Holland 5,945,155, an average of 470 to the square mile, and Belgium 7,516,730, an average of 589 to the square mile; they are both growing in population, Belgium faster than any other part of Europe. In the organization of their governments they are both constitutional monarchies and the most interesting political development of each has been the electoral system. They are both colonial empires, that of Holland dating from the organization of the Dutch East India Company in 1602, that of Belgium confined to the Congo developed in the latter part of the 19th century. The Dutch Colonies have an area sixty-two times that of Holland and a population seven times as great, the Congo an area eighty times Belgium and a population twice as great. In their foreign policy in Europe they both feel the danger of Germany and give much attention to problems of defense. In

*Previous instalments of this series are "William II, the German Kaiser," in the September CHAUTAUQUAN, "Armand Fallières, the French President" in the October number, and "Ludwig Forrer, the Swiss President," in November.

the devotion of the people to their young rulers, a queen of thirty-two and a king of thirty-seven, they vie with one another. In the social legislation so admirably discussed in Professor Ogg's "Social Progress in Contemporary Europe," both are trying the same experiments.

The differences between the two nations are also striking. The House of Orange goes back to the Middle Ages and furnished the leaders and the inspiration during the long struggle with Spain. Belgium has been independent only since 1831 and the present king is the third in the Coburg line to sit upon the throne. In character the Dutch are rather phlegmatic with a narrow point of view, the Belgians enterprising and devoted to business. Holland is an old country, well developed, in which the people live within their incomes and are rather contented with a glorious past. Belgium is thoroughly modern in its commercial development, is the most densely populated country of Europe, and faces all the social problems of an industrial community. In Belgium the party struggles have largely turned upon questions of language and race, in the Netherlands upon questions of religion and the church. Amsterdam is the capital of Holland, though not by statute, but the court spends but one week in the year there and the parliament and the officers of the government are forty miles away at The Hague, sometimes called "the largest town in Europe." Brussels, the capital of Belgium, is an enterprising city of 500,000, a center of music and art, and as attractive in its modernity as Paris.

Wilhelmina Helena Pauline Maria, Queen of the Netherlands, is to Americans the most interesting royal woman in the world. She was born on August 31, 1880, and succeeded to the throne in 1890 upon the death of her father, William III, her mother, Queen Emma, ruling as regent. When eighteen Wilhelmina came of age, and was crowned on September 6, 1898. She was married on February 7, 1901, to Henry, Duke of Mecklenburg-Schwerin,

on whom was conferred the title of Prince Henry of the Netherlands. Their only child, a daughter, Juliana Louise Emma Maria Wilhelmina, was born on April 30, 1909.

Holland is a constitutional hereditary monarchy with a democratic constitution. The succession is in the direct line but women may ascend the throne in default of male heirs. In case there is no direct heir to the throne the vacancy may be filled by designation of the sovereign, approved by joint meeting of the two houses of parliament, each one with twice the usual number of members. The executive power of the crown is great, but more and more the ultimate authority is exercised by parliament. There is a Council of Ministers and a State Council appointed by the sovereign, of which she is president and which is consulted on all legislative and many executive matters. The civil list of the crown is \$246,000 (600,000 guilders) and a further sum of \$20,500 (50,000 guilders) for the up-keep of the royal palaces. But there is also large revenue from the domains of the crown and the House of Orange is possessed of one of the largest private fortunes in Europe, accumulated by William I, the first king of the Netherlands.

Wilhelmina has undoubtedly shared the attention of the world with her mother, Queen Emma, who for eight years was the Queen Regent. She was the second wife of William III, daughter of Prince George of Waldeck and sister of the Duchess of Albany, widow of Leopold, one of the brothers of King Edward VII. She was only twenty years of age when she became queen and since the birth of her daughter her popularity in Holland has been unbounded. She showed fine judgment as a ruler and common sense as a mother. Simple and unaffected herself, she allowed her daughter to grow up naturally without affectation. There are many delightful stories of that training, some of them doubtless without foundation. Whether or not the story is true it has its meaning—the story of how one day the little queen came knocking at her mother's locked door.

When asked who was there she replied, "the Queen of Holland." The mother gave no reply and did not open the door until later when Wilhelmina came knocking again, this time asking for admission for "your own little girl."

The queen has retained the simplicity of her character notwithstanding the fierce light which beats upon a throne. She is typically Dutch in her sense of duty and in her dislike of society. She is said to have strength of character and purpose and to be somewhat set in her ways, as be-
hooves a true Dutch woman. She is a good speaker, is conscientious in the discharge of her governmental functions and altogether takes her duties very seriously. "I am happy and thankful," said the queen in her address to the States-General when she was crowned in the New Church of Amsterdam, "to rule over the people of the Netherlands, who, though small in numbers, are great in virtue and strength by nature and character. I esteem it a great privilege that it is my life's task and duty to dedicate all my powers to the prosperity and interests of my dear fatherland; and I adopt the words of my beloved father, 'Yes, Orange can never, no never, do enough for the Netherlands.'"

There have been many reports of the unhappiness of the domestic life of the queen which are stoutly denied by her friends, who say that practically all of them originated with a dismissed coachman who during the Boer War carried the report to England. However that may be her husband has not always been well received. He has been tolerated but has had to serve a long apprenticeship to receive what he seems to be now securing, the good will of the people. Not much definite information is procurable in Holland about him except that he loves outdoor life and is typically German in his point of view and mental processes. The queen wanted him made 'Prince Consort' when they were married, but this the States-General declined to do, giving him only the title of Prince Henry of the Netherlands so that he would not out-rank Queen Emma. The States-

General also declined to give him a yearly allowance although an arrangement was made by which he will receive annually the sum of \$80,000 in case he survives the queen. He is an admiral in the navy and a member of the State Council. He has evidently tried to interest himself in matters of the realm, having taken up the study of Dutch as soon as he became engaged to the queen, and being much interested in the development of the Dutch navy.

While the queen cares little for display there are necessarily connected with her position many social duties which she performs with dignity and tact. She is passionately devoted to her daughter. She cares nothing for music but has some talent with the brush. She is most happy when occupying the royal country seat at Het Loo in Gelderland, where the royal family has more freedom from court ceremonial and can live its own life. The palace at The Hague is a comfortable palace, not large, but one of the most delightful in Europe. In the absence of the queen last spring we were taken all through the building except into the most private apartments. In the dining-room the old servitor was almost annoyed because we were not anxious to sit in the queen's chair, which was the highest honor he could possibly grant. The most wonderful room is the breakfast room, entirely of teak wood put together without nails, and furnished for the queen by her East Indian subjects upon the occasion of her marriage.

The Amsterdam Palace is a magnificent building but not fitted for a palace and, indeed, it was built as a town hall in the middle of the 17th century. The queen lives there one week in each year when homage is offered her by the multitudes, who gather in the "Dam," or square upon which the palace stands. The queen shows herself in all parts of the city and everywhere, especially in the poorer quarters, is enthusiastically received. There is a reception room in the palace 117 feet long, 57 feet wide and 100 high which Thackeray describes in this way in one of the Roundabout

papers entitled "Notes of a Week's Holiday:" "You have never seen the Palace of Amsterdam, my dear sir? Why, there's a marble hall in that palace that will frighten you as much as any hall in 'Vathek,' or a nightmare. At one end of the cold, glassy, glittering, ghostly, marble hall there stands a throne on which a white marble king ought to sit with his white legs gleaming down into the white marble below, and his white eyes looking out at a great marble Atlas, who bears upon his icy shoulders a blue globe as big as a full moon."

The Parliament or States-General of the Netherlands consists of an upper or First Chamber and a lower or Second Chamber. The First Chamber has fifty members chosen for nine years, one-half of whom retire every three years. It is elected by the provincial legislatures, called Provincial States, which are themselves representative, from among the most highly taxed inhabitants of the provinces or certain important officers. Those members who do not reside at The Hague are allowed a payment of \$4.10 (10 guilders) a day during the session. At the present time the representation of parties is Catholic 18, Anti-Revolutionist 10, Protestant Party 4, Old Liberal 3, Liberal Union 15.

The Second Chamber consists of one hundred deputies elected for four years. Each member has an annual allowance of \$820.00 (2,000 guilders) besides traveling expenses. The present party composition is Catholic 26, Anti-Revolutionist 21, Protestant Party 12, Old Liberal 4, Liberal Union 21, Democrat 9, Socialist 7. New bills can only be introduced into the lower Chamber, and the upper Chamber is limited to the approval and rejection of bills without amendment. Cabinet members may attend the sessions of both Chambers but have no vote unless they are members. A dissolution may be brought about by the sovereign of both or either of the Chambers, but a new election must be held in forty days and the new States-General must be called within two months. The constitution can be altered

only by a bill for the purpose followed by dissolution and a favorable two-thirds vote in the new States-General.

The most interesting provision, however, relative to the government of the Netherlands has to do with the electorate. The qualification for voters is the same for the provincial legislatures and the two Chambers. The system was adopted in 1896 after a bitter struggle. All Dutch citizens twenty-five years of age and over who present "certain outward and positive signs of capacity and well-being" have the franchise. The chief sign of this is the payment of one or two direct taxes, the sum of forty-one cents (1 guilder) being sufficient in the case of land taxes. Every citizen is also a voter who is a householder paying rent during a fixed time or is the owner or tenant of a boat of not less than twenty-four tons capacity, or has an annual wage of at least \$110, or possesses a certificate of state interest of at least \$41 (100 guilders), or has a deposit in a state savings bank of at least \$20.50 (50 guilders), or who possesses the legal qualifications which are necessary for a profession. There are at present 872,536 voters which in 63.4 per cent of all male citizens twenty-five years of age and over.

The political parties of the Netherlands are concerned almost wholly with differences in religion. The Roman Catholic party includes most of the Catholics of the country, one-third of the population. The Liberal party fifty years ago adopted "modern" views, which meant freedom for every point of view and the rejection of the church dogma to such an extent that there was set up in opposition an Orthodox party. These are the believers in divine authority, and Dr. Abraham Kuyper, their leader, taught continually that the radicals and liberals were fomenting an anti-religious revolution and it was necessary to choose between Christianity and heathenism. They there became known as Anti-Revolutionists. In this struggle Dr. Kuyper secured the support of the Roman Catholics who were opposed to the views of the Liberals and through their support was for a number of years the Prime Minister of the Netherlands. The Left is

broken up into the Old Liberals, the Liberal Union, the Radicals or Democrats, and the Socialists, representing all shades of liberal opinion.

There are many likenesses in the governments of Holland and Belgium partly because they were actually united for fifteen years after the Napoleonic era. The Congress of Vienna in 1815 formed the Kingdom of the United Netherlands under the rule of the House of Orange-Nassau. But much friction developed, the Dutch were felt to be unfair in the filling of the offices and the administration of the taxes, and in 1830 a revolution broke out in Brussels. A provisional government was established; a constitution was adopted; the neutrality of Belgium was guaranteed in 1831 by England, France, Austria, Prussia and Russia in the Treaty of London; and a National Congress elected as King of the Belgians Prince Leopold of Saxe-Coburg-Gotha, brother of the Prince Albert who became Prince Consort of England. Leopold himself had married as his first wife Princess Charlotte of England so that the connection between England and Belgium has always been very close. It is said that Leopold II used to write a weekly letter to his aunt, Queen Victoria, and that she was sometimes influenced by his views on international politics of which he was a master. The year after his election Leopold I married Louise, daughter of Louis Philippe of France. Their family consisted of four children. The eldest son died when he was less than a year old. The second son reigned as Leopold II from 1865 to 1909. The third son was Philip, Count of Flanders, father of the present King, Albert I. The only daughter, Charlotte, married Archduke Maximilian of Austria, the unfortunate Emperor of Mexico.

Albert I, King of the Belgians, is one of the most attractive figures on a modern throne—handsome, energetic, patriotic, able, democratic. He was born April 8, 1875, and came to the throne in December, 1909. In less than three years it is not too much to say that he has revolutionized the

attitude of the other powers toward Belgium. For years he has identified himself with the interests of his people. He is, nevertheless, dignified and thoroughly alive to the responsibilities of his position. By training, study, travel, interest and temperament he is well fitted to be a useful monarch.

Belgium is "a constitutional, representative and hereditary monarchy" according to the Constitution of 1831. This was such a liberal document, providing among other things for the separation of church and state and freedom of the press, that it has been changed only in minor respects. The succession is in the direct male line and women are forbidden to occupy the throne. A marriage without the consent of the king forfeits the succession which may be restored by the king with the consent of the Chambers. If there are no male heirs the king may nominate his successor with the consent of the Chambers. In case of a vacancy the Chambers elect the king but for that purpose have in each house twice the ordinary number of members. Leopold I declined to change his religion so that for the first thirty-five years of the kingdom the provision that the king should be a Catholic was not enforced. The article which makes the king subject to Parliament in practically the same way as the English king is that which provides that no action is valid without the counter-signature of a minister who thereupon becomes responsible. When the constitution was presented to Leopold I and he read it he said, "You seem to have left your king very little to do." The king, however, because party government has not been developed in Belgium to quite the extent that it has in England, does exercise more political power than the English monarch.

The training of Albert I would doubtless have been somewhat different had he been expected to come to the throne. The succession being in the direct male line the three daughters of Leopold II were, of course, passed over. Leopold's only son died at the age of nine, but Albert had

an elder brother, Prince Baldwin, a brilliant young man of great promise, who was mysteriously killed in 1891. It was not until the death of his father, Philip, Count of Flanders, in 1905, that Albert became the heir apparent. His mother is Princess Mary of Hohenzollern, and his two sisters are married, one to Emmanuel of Orleans, Duke of Vendôme, the other to Prince Charles of Hohenzollern. The future king's education was under a master who is now his private secretary; he studied Latin and Greek and learned to speak at an early age French, English, German and Flemish. In order to perfect him in Flemish he was given a valet who understood no French. His military training began at the age of fifteen in the military school of Brussels, and was continued when in 1892 he entered the regular army, going through the various grades rapidly, being promoted in two years to the rank of lieutenant-general. During all this time he continued his studies, being especially interested in mechanics and science. Diplomatic history was studied under Lembermont, a distinguished Belgian who succeeded in opening for commerce the Scheldt River which had been closed for many years by the Dutch.

After he became heir apparent and began to be looked upon as the coming man, he continued his earnest study and useful influence. He made a special study of economics and social questions, not merely theoretically but by practical investigation. He visited manufactories, worked for a day as a coal digger and for another as a stoker, piloted a train from Ostend to Brussels, made a flight in a dirigible balloon and is fond of motoring. He gave his attention to commercial questions insisting that "Belgium's trade must expand. To expand properly our manufacturers and our business men must not be afraid of using all the most modern scientific discoveries." Unlike his predecessor, who despised the working classes, he has neglected no opportunity to come in touch with the workers and understands their problems. He has traveled widely, in this differing from the Dutch Queen

who cares little for this kind of enjoyment. The greater part of the year 1898 he spent in the United States, going about the West under the direction of Mr. James J. Hill. He also insisted, against the wishes of his uncle, on making a trip to the Congo, and his accession to the throne was hailed as the beginning of a new era in Belgian Africa because of his appreciation of the situation in the Dark Continent.

Both his career as a prince and everything he has said and done since show him as a man worthy of leadership. His domestic life is most happy. He married in 1900 Duchess Elizabeth, daughter of Charles Theodore of Bavaria, herself one of the most learned princesses of Europe, of domestic tastes and fine culture. She holds the degree of doctor of medicine and is as popular as the king. There are three children, the heir apparent, Prince Leopold, Duke of Brabant, eleven years old, Prince Charles, Count of Flanders, nine, and Maria José, six. Especially significant when one remembers the reputation of Leopold were these words in Albert's accession speech: "We develop in our children's hearts the love of their native land, the love of their family and the love of all that is good. These are the virtues which make nations strong."

If ever a man had to live down the bad reputation of his predecessor that necessity rested upon Albert I. While Leopold as a constitutional monarch was a success, and while in many ways his reign in Belgium contributed to the development of the country, and although he was the most astute business man who ever sat upon the throne, his personal reputation could not have been worse. The family tragedies have been almost as great as in the case of the Austrian royal house. Leopold's queen, Henrietta, died of a broken heart because of the neglect of her husband. His sister, Carlotta, Empress of Mexico, became a widow through the execution of her husband, returned to Europe and has been insane for nearly fifty years. His son Leo-

pold died at the age of nine. His daughter Louise deserted her husband, a nephew of Queen Victoria, to elope with an Austrian army officer, and was imprisoned for some time in an asylum. His daughter Stephanie was made a widow by the suicide of her husband, the Crown Prince of Austria, and within a year married a Hungarian count, an alliance to which her father never became reconciled. His youngest daughter, Clementine, was betrothed to Prince Baldwin who died only a few days before the marriage under mysterious circumstances, and nearly ten years ago fell in love with Prince Victor Napoleon, but was denied the right to marry him. Leopold's alliance with the Baroness Vaughan, the daughter of the janitor of the French Legation at Budapest and herself a bar maid, and his refusal on his death bed to receive his daughters were only the final episodes in an utterly disgraceful career. He had forfeited the respect of the world to such an extent that practically no European monarch would officially visit Brussels, and it is reported that on his visit to Berlin in 1904 the German Empress refused to attend any gathering where he was to be present.

These episodes and tragedies are being forgotten in the success which is attending the new reign. Princess Louise was invited to return to Belgium for her father's funeral and was received with royal honors. Princess Clementine was granted permission to marry Prince Victor Napoleon. Official visits have been paid to many European courts and return visits have been made in Brussels. While the court is not as brilliant as many in Europe, due to the recent origin of the monarchy and its dependence upon parliament, the independence and indifference of the nobility, and the notoriety which for so many years has been attached to the crown, King Albert and Queen Elizabeth have succeeded in winning the friendship of other royal families and the regard of their own people. Nowhere are there suggestions of a republic such as was openly advocated in the closing years of Leopold's reign.

The Belgian Parliament consists of a Senate and a Chamber of Representatives. The Senate has one hundred and ten members elected for eight years. The qualifications of members are an age of at least forty years and a payment of not less than \$240 (1,200 francs) in direct taxes, or the ownership of property in Belgium yielding an income of \$2,400 (12,000 francs). The election is both direct and indirect. There are elected directly one-half of the number of members of the Chamber, which is eighty-three at the present time, and these members are proportioned to the population of each province. Proportional representation has been in existence since 1899. The qualifications for electors are the same as for the Chamber except that they have to be thirty years of age. The other members are elected indirectly by the provincial councils, two members for each province of less than 500,000, three members up to 1,000,000, and four members for provinces of over 1,000,000. Sons of the king, or, failing these, princes of the royal family, are members of the Senate at eighteen years of age but have no vote until they are twenty-five. The members of the Senate receive no compensation.

The Chamber of Representatives consists of one hundred and sixty-six members proportioned according to population, each member representing not more than 40,000 people. These members are elected for four years, one-half of them retiring every two years. They must be at least twenty-five years of age and they receive a salary of \$800 (4,000 francs) and a free pass for the entire year between their homes and Brussels. The powers of the Chambers differ from those of the Senate only in the fact that money bills and bills with respect to the army must originate in the lower house. The present party composition of the Chamber is Catholic 86, Liberal 44, Social Democrat 35, Christian Socialist 1.

As in the Netherlands the most interesting matter connected with the Parliament is the electorate. There is uni-

versal male suffrage, plural voting and proportional representation. Every citizen over twenty-five years of age who has lived for one year in the same commune is given one vote. He is given a second vote if he is over thirty-five and has children and pays at least \$1.00 (5 francs) a year as a house tax; or if he is over twenty-five years of age and owns property to the value of \$400 (2,000 francs), or has a corresponding income from such property, or if he has for two years derived at least \$20 (100 francs) a year from loans to the government or from the savings bank. A citizen has a second supplementary vote if he has a diploma of higher instruction or has filled an office or has engaged in professional practice requiring the same training as a diploma. No person has more than three votes. Of the electors in 1911 consisting of 1,697,619, 933,070 had one vote, 395,866 two votes and 308,683 three votes. Voting is compulsory and failure to vote a misdemeanor. This plural voting has been the subject of very bitter opposition from the Liberals and Socialists ever since its introduction, as it gives to the holders of property or to those who have certain educational advantages two or three votes. There have been agitation, general strikes and even fighting in the streets. When educational reform was under consideration a few years ago over 150,000 people took part in the demonstration in Brussels and pledged themselves by an oath not to cease agitation until universal suffrage, compulsory education and "one man, one vote" were secured. When the Catholics lose their hold upon the government there is no question but what this cumulative voting will be done away with.

While the party divisions in Belgium seem to be along religious lines and the Catholics have been in power for over twenty-five years the struggle is really social and industrial. The Socialists are very strong, have organized many co-operative societies, and carry on an aggressive propaganda. By combining with the Liberals they have secured

much social legislation such as an employers' liability act and insurance against invalidity and old age, and have often elected their candidates in municipal elections. There is also a language question, the Flemish- and French-speaking Belgians being almost equally divided. In the struggle over the influence of the church there is also much bitterness. Belgium is, therefore, a hotbed of political agitation and may have to go through a severe struggle before any of these fundamental problems are settled.

The foreign policy of Belgium is different from that of any other part of Europe except Switzerland, because of its neutrality. By the Articles of the London Conference in 1831 Belgium was made "an independent and perpetually neutral state . . . bound to observe this same neutrality towards all other states." This, however, has not prevented Belgium from developing an army of her own and making provision for a very stubborn defense in case of invasion. In this matter of defense, because of the danger from Germany, she has been drawing closer to Holland. It is, however, in Africa that one finds the most acute problem. Albert I, when he came to the throne, promised to make very important changes in the administration of the Congo Free State and one may expect that conditions will steadily improve.

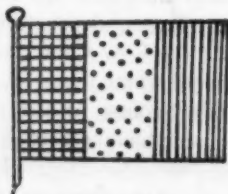
The fear of Germany is due to the evident desirability of the mouths of the Rhine being in the hands of that Empire. Open aggression is not so much feared either in Belgium or the Netherlands as is the increased investment of German capital, a "peaceful penetration," or complications which will drag the Low Countries into any struggle in which Germany may become involved. While an alliance is probably impossible because of the neutral position of Belgium, a military understanding between the two countries has been for a long time advocated. The old trouble between them resulting in the setting up of the Belgian monarchy has been forgotten and there is no reason why the

two countries should not become more co-operative. Recently there have been indications that Holland has leanings toward England and France and fears Germany above everything else. The contracts for four new 17,000-ton dreadnaughts have recently been given to English builders in preference to German. Germany herself, by her decision to transform her Emden-Ems barge canal, which has already cost her \$20,000,000, into a deep waterway has indicated that she may divert all of the German trade which comes down the Rhine from Dutch ports.

The Low Countries are diminutive in area and have no great influence upon world politics. But Belgium through her neutrality and Holland by her hospitality to two peace conferences and the permanent Hague Tribunal have made some contribution to a better understanding among the nations. The Belgians and the Dutch have each developed a satisfactory government with a large measure of democratic control, and are devoting themselves earnestly to their own peculiar problems. In any forecast for the future of these two kingdoms one must always take into account the personality and powers of leadership of their young rulers.

SPECIAL BIBLIOGRAPHY

Holland and the Hollanders, D. S. Meldrum. *Belgium and the Belgians*, Cyril Scudamore. *Belgian Life in Town and Country*, and *Belgium of the Belgians*, D. C. Boulger. *Dutch Life in Town and Country*, P. M. Hough. *Socialists at Work*, Chapter V., Robert Hunter.



Belgian Flag



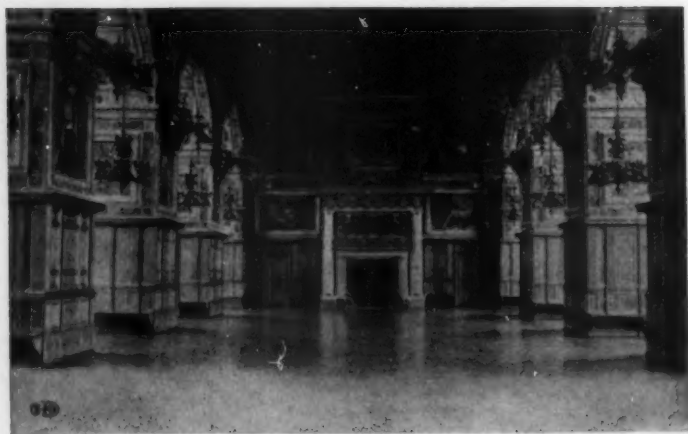
Receptacle of the heart of
Francis I in the church
of St. Denis



"The spear thrust of Montgomery was the origin of the Place Royale"

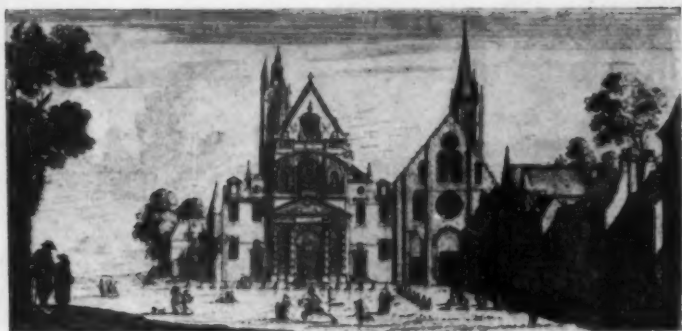


Salon of Francis I



Galerie of Henry II

Fontainebleau interiors showing sixteenth century decorations



The churches of St. Étienne-du-Mont and of Ste. Geneviève as they looked
in the 17th century



Church of St. Eustache



Admiral Coligny



Louise of Lorraine,
wife of Henry III



Charles IX



Elizabeth of Austria, wife of Charles IX
(From portrait by Clouet)



Marguerite of Valois
or of Navarre, sis-
ter of Francis I



Francis I
(From a portrait by
Titian)



Claude,
wife of Francis I



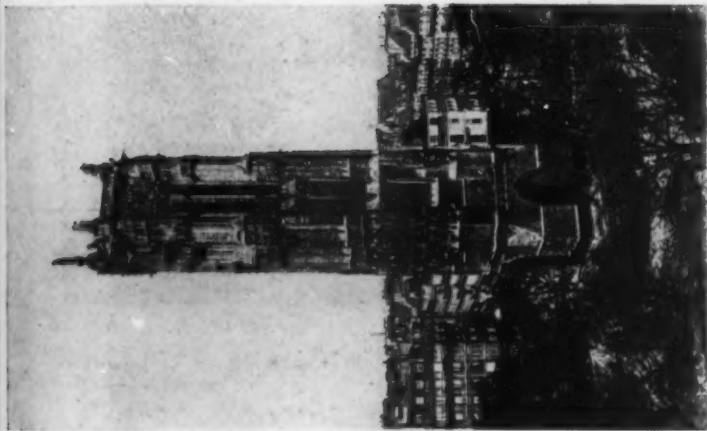
Diana of Poitiers
(From a portrait at
Chaumont)



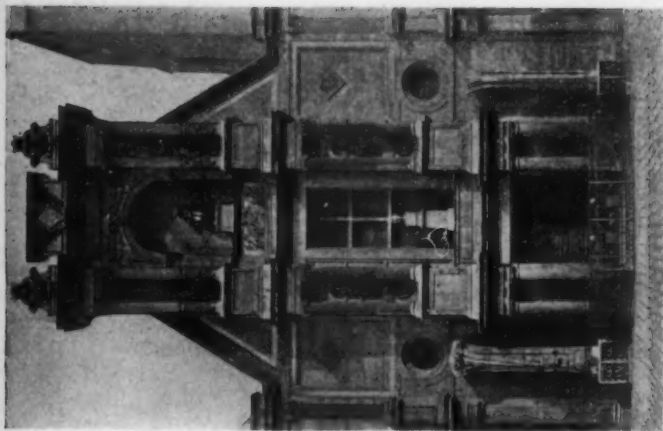
Marie Stuart
(Mary, Queen of Scots),
wife of Francis II



Catherine de Medici,
wife of Henry II



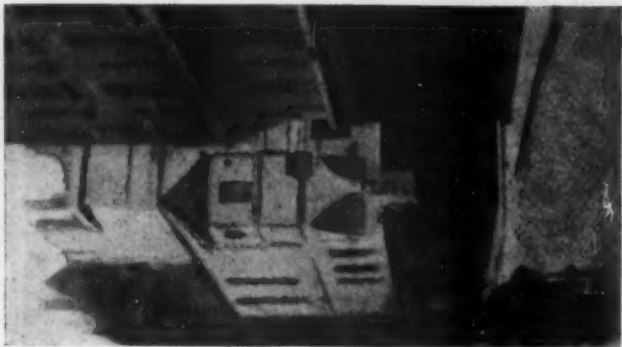
Tower of St. James, all that is left of St. James of the Shambles



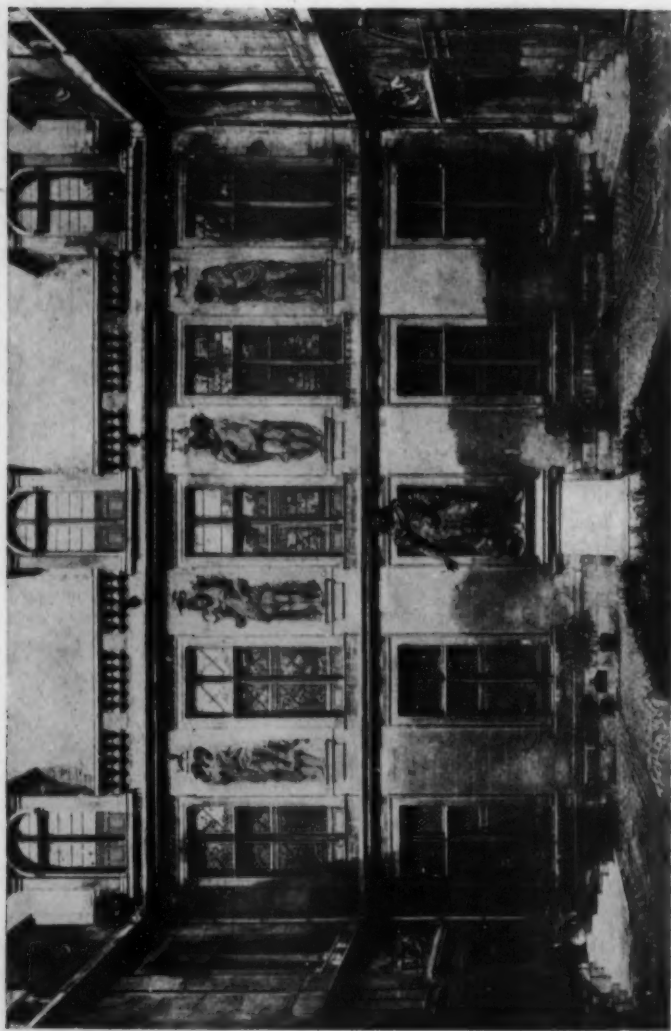
Facade of the Chateau d'Anet, built by Henry II for Diane de Poitiers, now applied to the front of the former chapel of the Augustinian monastery which is used today as the Renaissance museum of the School of Fine Arts



Queen Wilhelmina placed a wreath at the foot of the
Coligny statue in Paris on June 2, 1912



Observation turret on the Hôtel
Lamoignon



Hotel Carnavalet, once the home of Madame de Sevigne, now houses the Historical Museum of the City of Paris





Paris of the Reformation*

Mabell S. C. Smith

THREE score years had passed after the fall of Constantinople when Francis I came to the throne, young, alert, intelligent, progressive. He was fond of literature and the arts, and the revival of ancient letters and the importation of Italian paintings and architecture roused him to vivid interest; he was ambitious and the discovery of America spurred him to claim a share for France, while the aspirations of the Emperor, Charles V, urged him to dispute a rivalry which threatened his own career and the integrity of his kingdom.

Of united national feeling there was more at the beginning of Francis's reign than there ever had been, and power was more concentrated in the king than it ever had been. Feudalism with its picturesque and brutal individualism had been outgrown. With the disappearance of the need for fortified dwellings the rural strongholds of the nobility were modified into pleasant *chateaux*, while their masters, not obliged to stay at home to be ready to fight quarrelsome neighbors, were free to join the king in Paris or at Fontainebleau. Thus there was formed for the first time a court consisting of more than the retinue necessary for the conduct of the royal household. For the first time, too, the nobles brought the women of their families to

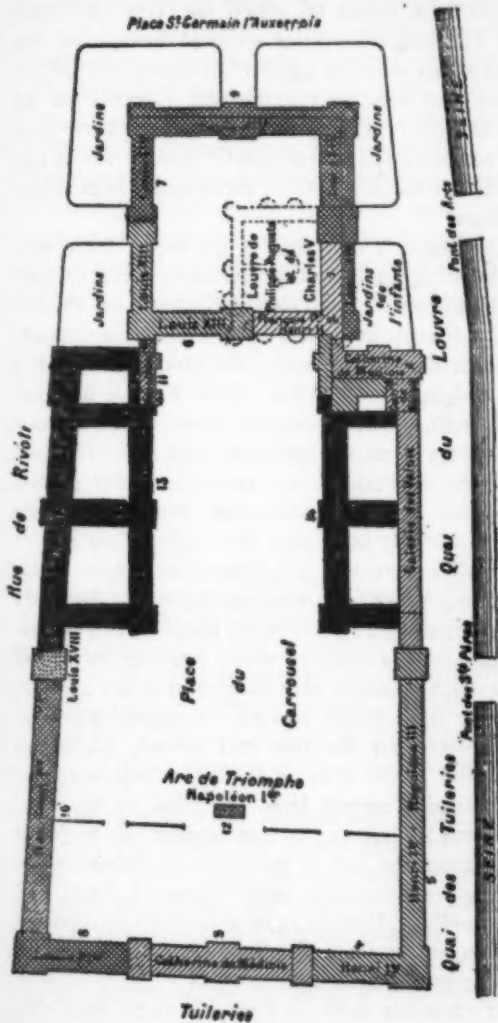
*Previous articles in this series are "Earliest Paris," "Paris of the Crusades," "Paris of the Renaissance," in the September, October, and November CHAUTAUQUAN.

court, with the result that dress and festivities became more brilliant than ever before, and language developed a precision which marks this period as the beginning of the use of Modern French.

Francis himself wrote not badly and his encouragement of writers won him the title of "Father of French Letters." His sister, Marguerite of Navarre, was equally enthusiastic and talented and gathered about her a notable group of writers. Francis founded the College of France in Paris for the study of classical languages. He established the government printing office and permitted the use of private presses, though the books that issued from them were censored, and there was a time, when it became evident that men were thinking for themselves and that untoward happenings were the result, when all printing of books was forbidden. Étienne Dolet, scholar, writer and printer, was one of those who suffered from the king's inconstant mind. He was charged with heresy, tortured, hung and finally burned with his writings on the spot where his statue now stands in the Place Maubert.

This square is on the left bank, but the usual place for executions was the Grève in front of the Hôtel de Ville. Near the Halles was a pillory which Francis rebuilt a quarter of a century after the people had destroyed it. It was an open octagonal tower and the victims inside were placed on a revolving platform so that they might be exposed to the crowd below.

In the course of Francis's prolonged contest with Charles V—a struggle in which he was even imprisoned at Madrid—he had many opportunities to see in Italy and Spain the art of a former time and the work of contemporary painters and sculptors as well. Not only did he send home many examples which were given him or which he captured or bought, but he invited to France Leonardo da Vinci, then an old man, Andrea del Sarto and Bevenuto Cellini. To the latter he gave a lodging in the Hôtel de



Architects who directed the building of the Louvre

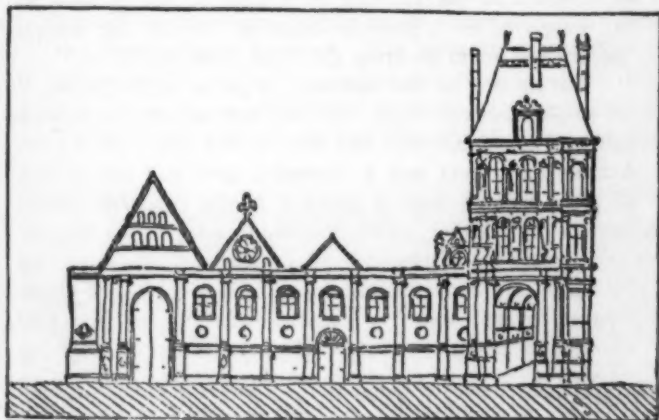
1. Pierre Lescot and Jean Goujon
2. Chambiges
3. Philibert Delorme and Bullant
- 4 and 5. DuCerceau
6. Jacques Lemercier
- 7 and 8. Louis LeVau
9. Perrault
- 10, 11, and 12. Percier and Fontaine
- 13 and 14. Visconti and Lefuel

Nesle, that left bank palace of which the Tour de Nesle was a part. The king's influence weighed heavily on the side of the humanist reaction against the austerities of art and life which had developed under the influence of an all-dominant church. The pendulum swung back and painters and sculptors chose less ascetic themes for brush and chisel. From Francis's time on there was a keen interest in portraiture.

During the peaceful moments of the reign, there was a craze for building, and Italian architects were offered handsome inducements to exercise their talents on French soil. It was a French architect, however, Pierre Lescot, who pulled down the Great Tower, the oldest part of the Louvre, and designed that portion which Francis and his son, Henry II, built, the southwestern corner of the eastern quadrangle. Henry's initial, combined with the "D" and crescent of Diane de Poitiers, are visible in many places. Francis's signature was the salamander, whose lizard-like length fitted comfortably into many decorative schemes. A man of Francis's nature was not content to spend much time in one place. When war was not making its demands upon him he was visiting all parts of his kingdom and spending no little time in the districts where hunting was good and where he built splendid *châteaux* so that he and his retinue might be comfortably housed. Fontainebleau and St. Germain-en-Laye are the two best known, while the château de Madrid in the Bois de Boulogne, adjoining the town was a charming retreat from the noise of the city. Except for a small bit included in a restaurant this building is no longer in existence, but in the Cours la Reine on the right bank facing the Seine is the small "House of Francis I" which the king built at Moret in 1572, and which an admirer bought and removed to Paris in 1826. It is an exquisite example of Renaissance architecture.

The chief churches built in Francis's reign were St. Étienne du Mont (on the site of an earlier edifice) in which

Sainte Geneviève's ashes now rest, St. Eustache, the church of the market people at the Halles, and the flamboyant tower of St. Jacques de la Bucherie. Both St. Étienne and St. Eustache show a mixture of Gothic and Renaissance as was natural in this period of architectural change. While roofs and windows were flattening there were frequent combinations of pointed roofs and flat windows, of pointed windows and flat roofs. Sculptors were loath entirely to give up Gothic decoration yet were eager to show their knowledge of Renaissance. The result is called Transition, and often is too conglomerate to be pleasing.



Cellier's drawing of the Hôtel de Ville in 1583

Étienne Marcel's Maison aux Piliers had been but a second-hand affair. By 1530 a new City Hall was imperative. Its corner stone was laid amid feasting on the open square, with bread and wine for all comers and cries of "Long live the king and the city fathers!" This enthusiastic beginning did not foretell quick work, however, for eighty years elapsed before the building was done. Its style was

the same that it is today except in the development of details.

It was the old *Maison aux Piliers* that had seen the dinner given to Queen Claude by the city fathers on the occasion of her entrance into Paris after Francis's accession. The Provost of the Merchants and the lesser officials, clothed flamingly in red velvet and scarlet satin and followed by representatives of the guilds of drapers, grocers, goldsmiths, dyers and so on, went to a suburb to meet her and act as her escort. The arrangement for her entertainment at the *Maison aux Piliers* included precautions against an invasion of the building by a mob of the curious, as had happened on a previous occasion so that the waiters "hardly had room to bring the food upon the tables."

During one of the intervals of peace with Charles V the emperor visited Paris. He was met outside the eastern wall and presented with the keys of the city. At the St. Antoine gate there was a triumphal arch and the cannon of the Bastille roared a greeting as the monarch passed beneath it. Farther on the procession stopped for the imperial guest to witness an allegorical play depicting the friendship of France and Germany. Over the Notre Dame Bridge, covered with ivy, Charles went to the cathedral and then to the Palace of the Cité where he supped. During his visit of a week he stayed at the Louvre, and was so brilliantly entertained that upon his departure he exclaimed, "Other cities are merely cities; Paris is a world in itself."

While the Renaissance, humanism and the discovery of the New World were exciting men to new interests they also did their part in promoting independence of thought. With ability to read the Bible in the original came questioning of previous interpretations. There grew up both within and without the Church a desire to reform it, and with Calvin and Luther there came into expression not only a protest against the present state of affairs but a formulation of a new belief. Rabelais and Montaigne in their vastly

different ways worked toward the same end. The movement proved to be one of those appeals which spread like a flame when the air touches it. Rich and poor, noble and simple responded to the plea, and Francis found himself the ruler of people ready to fly at each other's throats and clamoring for him to let loose the dogs of persecution.

Francis was a Catholic and condemned Protestantism in France, but in Germany he allied himself to the Protestant party against the Emperor. Henry II, Francis's son, did the same—and won some territory by the manoeuvre—although he had strengthened his Catholic interests by marrying Catherine de Medici, a niece of the Pope, and showed himself by no means friendly to the democratic ideas which the new religion fostered. His strength constantly was spent against the movement even to the end of his reign when he made an alliance for purposes of persecution with Philip II of Spain, husband of "Bloody Mary" of England.



Torture of Anne du Bourg on the Grève
(From an engraving of the period.)



Henry II
(From a medal)

One of the first fruits of this union with the land of the Inquisition was the trial of a distinguished member of the Parliament, Anne du Bourg. Henry's death merely interrupted the examination and du Bourg was burned on the Grève before the City Hall.

Henry's chief exploit was the capture of Calais which had been in the hands of the English ever since the Hundred Years' War, and whose loss meant so much to Queen Mary that she is said to have declared that when she died "Calais" would be found written on her heart.

The king's restless reign left him little time to spend in Paris or to devote to its beautifying. Whenever he came to the city festivities of all sorts ran high and the citizens paid for it all, though their temper grew sullen as the demands and the power of the crown increased. Henry expected the city fathers to meet expenses which they, quite reasonably, classed as personal matters; for instance, a charge for the food and shelter and care of a lion, a dromedary and a jaguar, which had been sent to the king from Africa. Beyond the strengthening of the right bank fortifications, some addition to the Palace of the Cité, and the continuation of the new Hôtel de Ville and of Francis I's Louvre Henry did practically no building. His "H," sometimes interlaced with his wife's "C" and sometimes with Diane de Poitiers' initial topped by her crescent are by no means so frequent in Paris as, for example, in Fontainebleau, and other suburbs. In the courtyard of the Palais



Tournament in which Montgomery mortally wounded Henry II
(From an engraving of the period)

des Beaux-Arts is the façade of the Château d'Anet which shows the monogram, and is a beautiful example of Renaissance architecture.

Henry's death was brought about by one of those tragic happenings that mar times of attempted gayety. Henry was marrying off his daughter and his sister for political reasons and he arranged a double wedding. The festivities included an elaborate supper in the Great Hall of the Palace of the City and a tournament in the rue St. Antoine. The king himself took part in the joust, by accident was mortally wounded by Montgomery, the captain of the Scottish guards, and died in the nearby Hôtel des Tournelles a few days after.

Catherine de Medici made Henry's death at this place an excuse to leave a building damp and malodorous from the ill-drained marsh on which it was built. For a long time



The oldest known map of Paris, probably 15th



Francis II

it housed only some of Charles IX's pet animals, and then it was torn down except for a wing where Henry IV installed some of the silk workers whom he introduced into France that his people might learn a new industry. The palace park was used as a horse market, and finally all memory of the past was cleared away and Henry IV caused to be laid out the Place Royale now called the Place des Vosges. "The spear-

thrust of Montgomery," said Victor Hugo, "was the origin of the Palace Royale."

While Henry lived Catherine de Medici was not conspicuous, Henry yielding rather to Diane de Poitiers than to his wife, but the queen-mother wielded a ruthless power over her three young sons who succeeded their father in turn. Through her, also, Italian pictures and books were brought in by their painters and authors, Italian architects transformed French buildings, Italian favorites filled the court, where they introduced the ruffs and padded trunks and soft crowned toques of Italian fashions.

Francis II was Henry's oldest son, known today only as the husband of Mary, Queen of Scots, whom he married when he was fourteen and she was sixteen. He came to the throne a twelvemonth later and during the one short year of his reign he was a tool in the hands of the ex-Italian family of the Guises of which Mary's mother was a member. Throughout France quarrels and conspiracies were rife, all

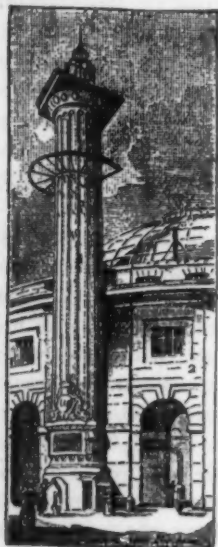
having for their basic reason differences in religion and the lack of tolerance which could not allow freedom of belief.

Of Francis's reign as it concerns Paris there is nothing of interest except the fact that his wedding supper, like that of his sister a year later, was given in the Great Hall of the Palace of the Cité.

Francis's death gave the crown to his next younger brother, Charles IX, who was but eleven years old. During the fourteen years of his reign Catherine de Medici ruled, first as regent and later in fact though not in name. Her methods were tell-tale of her nature. She favored Protestants or Catholics as the moment demanded, she promised and did not fulfil, she deceived, she ordered assassination, she depraved the morals of her own children. All the time civil war went on, pausing now and again but never entirely ceasing.

The most horrible event of the whole hideous contest was the massacre of the Protestants—Huguenots they were called—which took place on St. Bartholomew's Day, the 24th of August, 1572. Catherine had arranged that her daughter, Marguerite of Valois, should marry Henry of Navarre, the leader of the Protestants. Whether this was done in the hope of bringing the opposing parties together, or whether the queen-mother's intention was to decoy as many prominent Huguenots as possible to Paris it is impossible to say. The wedding took place on the 17th of August. Five days later Admiral Coligny, the head of the Protestants, was attacked by a paid assassin but not killed. On the night before St. Bartholomew's Day the Provost of the Merchants was summoned to the Louvre and received instructions to close the city gates, to fasten the chains across the streets, and to arm the militia. At the appointed hour the signal was given on the right bank by the bell of the Church of St. Germain-l'Auxerrois, facing the eastern end of the Louvre, and on the Cité by that in the clock tower on the Palace. Admiral Coligny, who lived just north of the

Louvre, was killed in his bed and his body thrown from the window to the pavement where the Duke of Guise kicked it. For twenty-four hours the slaughter continued in Paris, ruffians and unprincipled men seizing the opportunity to kill for plunder and to rid themselves of their enemies. Paris streets literally ran blood and Paris buildings so echoed the cries of the dying that the king heard them in his own delirium of death.



Column at the Hôtel de Soissons

When Queen Wilhelmina visited Paris last June she placed a wreath at the foot of the statue of her ancestor, Admiral Coligny, which stands at the outside of the church called the Oratory, now Protestant, not far from the spot of the assassination. Emperor William of Germany is also a descendant of Coligny.

Charles IX's name is not connected with buildings or improvements in Paris, so overshadowed was he by his mother. Why she left the Hôtel des Tournelles has been told. At the Louvre she found herself sadly crowded, and built near the Church of St. Eustache a charming palace known as the Hôtel de Soissons, of which nothing is left but a graceful pillar from whose top it is said that Catherine indulged in the harmless amusement of star-gazing. The palace was pulled down in 1749 to give place to a corn exchange, and that, in 1887, to allow the erection of the Bourse de Commerce.

More ambitious was a southwestern addition to the Louvre, and the construction of the Palace of the Tuileries

(tile-yards) to the west of the Louvre and at some distance from the existing palace. Only the central façade was finished in Catherine's day, a pavilion containing a superb staircase and crowned by a dome, connected by two open galleries with what was planned to be the buildings surrounding the quadrangle. The workmanship was exquisitely delicate.

Of private buildings two of the most beautiful still remain. Both are in the Marais, which had become fashionable at this time on account of its proximity both to the Tournelles and the Louvre. One of them is the Hôtel Carnavalet which now houses the Historical Museum of Paris, the most interesting special collection in the city to students of olden times. This building was begun in 1544 by the then president of the Parliament of Paris, who employed the best architects of the day, Lescot and Bullant, aided by Goujon, the sculptor. After changing hands more than once and being restored in the 17th century by another famous architect, Mansard, the house was occupied for eighteen years by Madame de Sévigné, the author of the famous "Letters." When it was taken over by the city it was again thoroughly restored, and it now stands not only as a fine example of the 16th and 17th century architecture but as a repository for bits and sections of old buildings from other parts of the city.

Not far away is the Hôtel Lamoignon, built toward the end of the 16th century for one of Henry II's daughters. It is used for business purposes today, but its façade is still imposing with lofty Corinthian pilasters which rise from the ground to the roof. In the course of its vicissitudes it was the first home of the city's historical library, and in the 19th century it was made into apartments, in one of which Alphonse Daudet, the novelist once lived.

With Charles IX on the throne of France, Catherine de Medici sought to provide for her youngest son by placing him on the vacant throne of Poland. He had lived in his



Henry III

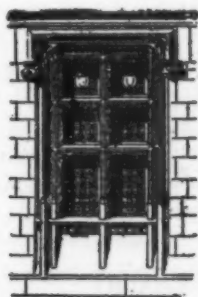
adopted country only a few months when the news of his brother's death reached him. The French crown, was, naturally, more attractive than the Polish, and Henry planned immediate departure for his fatherland. He had been long enough in Poland to know something of the temper of his subjects and he fled like a criminal before the pursuit of enraged peasants armed with scythes and flails. If they had known

him better they might not have been so eager to keep him. The Parisians were not fond of him. He entered the city adorned with frills and ear-rings and accompanied by sundry small pet animals. At once he began to change for the worse his mother's already vile court. Occasionally he was stricken with remorse and made such public exhibition of repentance as caused excessive mirth to all beholders. It is related that the court pages were once sharply disciplined in the Hall of the Cariatides of the Louvre for having indulged in a take-off of one of the king's penitential processions.

Except for the continuing of the work on the Louvre, beginning the Pont Neuf (New Bridge) across the western tip of the Cité, and establishing a few religious houses, Henry III was too busy contending with the Parisians to have time or inclination to beautify the city. The Parisians not only objected—even to final refusal—to the continual financial drain which the king's constant unfair appeals for

money made upon them, but they openly showed themselves favorable to the Duke of Guise, the leader of the Catholic party. For his own defense Henry brought into the city a band of Swiss soldiers. The people straightway erected across the streets barricades made of *barriques* (hogsheads) filled with earth, took shelter behind them and attacked the mercenaries so vigorously that the Duke of Guise was forced to come to their rescue. This act and the Duke's connection with the League which the Catholics formed against the king brought about Guise's assassination by Henry's order. The Parisians were enraged by the loss of their favorite and prepared themselves to withstand a siege, and Henry was forced to join the Protestant army of his cousin, Henry of Navarre, at St. Cloud, on the Seine a few miles below Paris. There the king was assassinated by a young Jacobin novice sent out from the city.

Thus Paris was responsible for the crown's passing at this juncture to the House of Bourbon whose representative, Henry of Navarre, who now became Henry IV, was one of the Protestants to whom the city was fiercely opposed.



Wall Window



Dormer Window

Examples of Renaissance architecture

(End of the C. L. S. C. Required Reading, Pages 29-69. For study helps and C. L. S. C. News see Round Table.)

PRONOUNCING VOCABULARY

Words which have appeared in previous issues or whose pronunciation is easily found will not be listed here. The French nasal sound will be indicated by the small capital *N*. The French *u* is like the German *ü*. It cannot be exactly represented in English, though *ew* as in *few* approaches it.

Alphonse Daudet	Al-phonz Doe-day'
Anne du Bourg	Ann dü Boorg
barriques	bar-reek'
Bois de Boulogne	Bwa de Boo-loyn'
Bullant	Bü-lon'
Carnavalet	Car-na-val-lay'
Catherine de Medici	Cat-er-een' de May-dee-see'*
Château d'Anet	Sha-toe' dahnay'
Coligny	Co-leen-ye'
Diane	Dee-ahn'
Dolet	Do-lay'
Fontainebleau	Fon-tain-blow'
Guisse	Gweez
Jean Goujon	JON Goo-jon (soft j)
Lamoignon	La-mwan-yon'
Lescot	Les-coe'
Mansard	Mon-sar'
Maubert	Moe-bare'
Montaigne	Mon-tahyn'
Moret	Moe-ray'
Navarre	Na-var'
Nesle	Nail
Pont Neuf	Pon neff
Rabelais	Rab-lay'
St. Antoine	Sant ON-twahn'
St. Cloud	SAN Kloo'
St. Eustache	Sant Es-tash'†
St. Germain-en-Laye	SAN Jare-man-on-Lay
Séville	Say-veen-yay'
Soissons	Swah-son'
Tuileries	Twee-ler-ee'
Valois	Val-wah'
Vosges	Voje (j like z in azure)

* Italian pronunciation is May-dee-tchee'

† e as in her.

SPECIAL BIBLIOGRAPHY.

Hourticq's *Art in France*, Part II, Chapter I; Lansdale's *Paris*, Chapter VI; Martin's *Stones of Paris*, Chapters entitled "The Making of the Marais," "The Women of the Marais;" Montaigne's *Essays*; Rabelais' *Pantagruel*; Calvin's *Institutes*.

Education in Europe

Earl Barnes

TO AMERICANS, education is one of the inalienable rights, along with liberty and the pursuit of human happiness. It is not only free, but compulsory, for the state rests its foundation on the intelligence of the governed. Hence we all think of schools as a regular part of growing up; every one grows through them; some do it better and some worse; but every one does it, and anyone may hope to go on, even to the goal of Ph.D.

In the period following the American Revolution we were so isolated that our educational institutions were shaped on new lines, quite independently of European influences. When, about the middle of the last century, we began studying European schools our traditions and practices were already well established. Barnard and Mann brought us news of European schools, but the message was mainly from Germany and it is that country which has largely influenced us since through the successive work of Pestalozzi, Froebel and Herbart.

Now we have hundreds of educational students studying in European centers, but they find themselves surrounded by conceptions of society and government which make it almost impossible for them fully to understand the institutions which they see operating around them. Education is everywhere in Europe a privilege rather than a right, at least in all that goes beyond definite preparation for military and industrial efficiency, and the first thing that confuses the student is the two systems of schools which he finds running parallel in France, Germany or England.

One hears these two systems spoken of as elementary and secondary education; but a very little observation shows the student that a teacher in secondary education may be teaching a kindergarten class or any other grade of work

up to the college. These two systems are not the one a continuation of the other, as with us, but they are two parallel courses running from the earliest ages to about fourteen years old, when the elementary line generally ceases, or is turned aside in technical directions, while the secondary line goes on to the university.

I never found the key to this difference until a school man in England pointed out that all students are in secondary education who are really or potentially pursuing higher studies. In other words, secondary education is for the classes who may go on to the universities, while elementary education is for the masses who are being prepared for work. This class distinction is so strong that while children of the masses may, through scholarships or special privileges, work their way into the secondary group, children of the classes cannot attend elementary schools without losing something of social standing. Thus a doctor in a good residence district of London, has to send his children to a very poor private school kept by two "decayed gentle ladies" in a private house quite unfitted for the purpose, while just across the street is an excellent state elementary school with the most modern equipment and a fine teaching staff. Had he sent his children to the state school it would have ruined him professionally.

This caste element runs all through European education. Harrow was founded as a school for poor children but it was gradually diverted to the uses of the privileged classes until now it costs a thousand dollars a year to send a boy there. The Blue Coat School is another instance where an endowment intended for the poor has been diverted from its original use by the privileged classes. Within more recent years special commissions have done something to restore these older foundations to their original purpose.

So distinct are these two lines of education that in France it is almost impossible to pass over from the elementary to the secondary group, and it is difficult in England

or in Germany. A normal school teacher who had come up through the elementary line, and had been at one time a cantonal inspector, told me that he had reached the highest possible point in his line of work. If he had aspired to work in a college or a university he would have had to go back and work up in the secondary line year by year through all the grades. There was no way across.

In America, any child who starts out in public schools may hope to reach any educational position for which he is fitted. This leads to a good deal of waste, but so far we have believed that the ever present opportunity justified the one system. Today there is a demand in many quarters that we shall divide the children at about the age of twelve and head part of them for the shops and factories while the others go on with the more general education that may lead to anything for which they show fitness. If any one were wise enough to pick out the children at twelve years old who are not going on with any extended education, this would be good economy and would make for industrial efficiency. But who is wise enough to make such a selection?

The second thing that confuses the American student is the way in which religion is mixed up with all educational considerations in Europe. This is an important issue in America; but with our strict separation of state and church those who do not like the state schools are free to establish parochial schools, and our problem is confined to adjusting the relations of these two systems. In England, with her established church, the religious problem is ever present. The great body of dissenters object to the teachings of the establishment; and the state is always seeking to give a system of education which will be religious and which will, at the same time protect the rights of minorities. For more than fifty years the common schools of England were run by two societies, one representing the establishment and the other the dissenters. After 1832, the state subsidized these schools; and after 1870 it began establishing schools on its own account. Most of the schools established by the dis-

senters and many of those started by the Established Church have now been taken over by the state. But the religious question still confronts educational advance at every step. For instance, the normal schools are now supported almost entirely by the state but they still remain very largely under the direction of religious bodies.

In Germany the religious question is always acute. Some religious instruction is required in all schools and it is increasingly difficult to define such instruction in a way that will please modern groups of thought. In France, the state has established its own schools, but with powerful opposition from the teaching orders. Within the last few years these orders have all been suppressed and now French education is entirely secularized. There is still, however, great disaffection among those who desire a religious education for their children and the French government is seeking in every way to provide a moral education which will take the place of the older Catholic instruction.

The supposed military needs of the European countries still further confuse all educational problems. In England there is no conscription; but on the Continent young men must still give up from one to four of the best years of their lives. Taken from their homes and housed in great barracks they spend their days in drill, which may be admirable preparation for army life, but which returns them to their homes singularly unfitted for civic and industrial life. German education grew up on a military basis, in the reaction against Napoleonic domination, and its traditions still govern athletics and affect the curriculum. In England philanthropic movements, like that connected with the name of Lord Shaftesbury gather up the homeless boys and shape them for the navy. The need for conscription is constantly brought forward, and the wonderful success of the Boy Scouts grew out of the disasters in South Africa.

The centralization of education in Europe is another confusing factor for the American student. In seeking to

establish his dynasty, Napoleon looked to universal education as the strongest force at his disposal. He established a system of centralized education which still dominates all France. He said he wished at any moment to know what all the children of France were thinking and doing. This system is still so strong that the machinery of administration is often hopelessly clogged.

An inspector in one of the cantons told me that he petitioned in twenty consecutive reports to the Minister of Education to have one of three teachers transferred from a school in which there were fifty children to a neighboring school in which there were one hundred and twenty children with only two teachers. Not until business took him to Paris, and he was able to interview the minister, did he gain permission to make the change. Yet these schools were under the same management, and the teachers' salaries were paid from the same fund. All highly centralized organizations are apt to grow unworkable after a time.

In Germany, each state manages its own educational affairs; and the results of centralization are not so bad. In England, the national government pays about two-thirds of the school expenses, and appoints its own inspectors to direct the work. While backward localities are thus helped to a higher standard than they would otherwise reach there can be no doubt that this central control militates against local initiative and the variations which are desirable in different localities.

In America, each state has its own school system but everywhere there is a strong tendency towards centralization. New York State is now almost as highly centralized as the European countries, while states like Indiana and Pennsylvania are rapidly moving in the same direction. Such a system doubtless makes for efficiency and economy, but it is opposed to all the older traditions of our American life, and its advance should be carefully watched.

Everywhere in Europe there is an increased tendency to put the control of common schools in the hands of women.

The general opposition to co-education makes this movement more difficult than with us, but even in England, where boys and girls are seldom taught together, most of the teachers are now women and their proportion increases year by year. In France there is a preponderance of women teachers; and only in Prussia and Switzerland is the education of children still looked upon as a man's work.

With us, the schools are now taught almost exclusively by women. Great cities like Boston and New York have only twelve per cent of men teachers, Philadelphia but eight, while in many smaller cities there is hardly a man teaching. Ten million boys are receiving their elementary education from celibate women, most of whom are debarred from direct participation in our government.

Technical education receives much greater attention in all parts of Europe than with us. In England a great deal of money has been spent in polytechnic schools, but they have not been well organized either from the point of view of general education or of the national industrial needs. In Germany, these schools have been splendidly developed and we have much to learn from them.

To the student of educational affairs Europe has much to teach in every direction. To the students of the Chautauqua Home Reading Course who study the admirable chapters in Mr. Ogg's book, "Social Progress in Contemporary Europe," the greatest value will come through broadening the outlook and freeing the mind from the prejudices which every one must feel who knows only his own country.





During the 19th century the Dutch colonial system permitted an exploitation of the Malays of the East Indian archipelago which produced almost incredible hardship. Eduard Douwes Dekker, a Dutchman, for seventeen years held a government post in Java, relinquishing it because his efforts for reform were opposed constantly. Returning to Holland he wrote "Max Havelaar," a novel which recited the conditions in which the natives found themselves, and which stirred Holland to depths—of resentment on the part of the coffee-traders and of righteous indignation on the part of the right-minded.

Following are extracts translated from

MAX HAVELAAR

Saïdjah's father had a buffalo, with which he plowed his field. When this buffalo was taken away from him by the district chief at Parang-Koodjang he was very dejected, and did not speak a word for many a day. For the time for plowing was come, and he had to fear that if the rice field was not worked in time, the opportunity to sow would be lost, and lastly, that there would be no paddy to cut, none to keep in the store-room of the house. He feared that his wife would have no rice, nor Saïdjah himself, who was still a child, nor his little brothers and sisters. And the district chief, too, would accuse him to the Assistant Resident if he was behindhand in the payment of his land taxes, for this is punished by the law. Saïdjah's father then took a poniard which was an heirloom from his father. The poniard was not very handsome, but there were silver bands around the sheath, and at the end there was a silver plate. He sold this poniard to a Chinaman who dwelt in the capital, and came home with twenty-four guilders, for which money he bought another buffalo.

Saïdjah, who was then about seven years old, soon made friends with the new buffalo. It is not without mean-

ing that I say "made friends," for it is indeed touching to see how the buffalo is attached to the little boy who watches over and feeds him. . . .

Such a friendship little Saïdjah had soon been able to make with the new-comer. The buffalo turned willingly on reaching the end of the field, and did not lose an inch of ground when plowing backwards the new furrow. Quite near were the rice fields of the father of Adinda (the child that was to marry Saïdjah); and when the little brothers of Adinda came to the limit of their fields just at the same time that the father of Saïdjah was there with his plow, then the children called out merrily to each other, and each praised the strength and docility of his buffalo. Saïdjah was nine and Adinda six, when this buffalo was taken by the chief of the district of Parang-Koodjang. Saïdjah's father, who was very poor, thereupon sold to a Chinaman two silver curtain-hooks—heirlooms from the parents of his wife—for eighteen guilders, and bought a new buffalo.

When this buffalo had also been taken away and slaughtered—(I told you, reader, that my story is monotonous).

. . . . Saïdjah's father fled out of the country, for he was much afraid of being punished for not paying his land taxes, and he had not another heirloom to sell, that he might buy a new buffalo. However, he went on for some years after the loss of his last buffalo, by working with hired animals for plowing; but that is a very ungrateful labor, and moreover sad for a person who has had buffaloes of his own.

Saïdjah's mother died of grief; and then it was that his father, in a moment of dejection, fled from Bantam in order to endeavor to get labor in the Buitenzorg districts.

But he was punished with stripes because he had left Lebak without a passport, and was brought back by the police to Badoer. But he was not long in prison, for he died soon afterwards. Saïdjah was already fifteen years of age when his father set out for Buitenzorg; and he did not

accompany him hither, because he had other plans in view. He had been told that there were at Batavia many gentlemen who drove in two-wheeled carriages, and that it would be easy for him to get a post as driver. He would gain much in that way if he behaved well,—perhaps be able to save in three years enough money to buy two buffaloes. This was a smiling prospect for him. He entered Adinda's house, and communicated to her his plans.

"Think of it! when I come back, we shall be old enough to marry and shall possess two buffaloes: . . . but if I find you married?"

"Saïdjah, you know very well that I shall marry nobody but you; my father promised me to your father."

"And you yourself?"

"I shall marry you, you may be sure of that."

"When I come back, I will call from afar off."

"Who shall hear it, if we are stamping rice in the village?"

"That is true, . . . but Adinda— . . . oh yes, this is better; wait for me under the oak wood, under the Retapan."

"But Saïdjah, how can I know when I am to go to the Retapan?"

"Count the moons; I shall stay away three times twelve moons . . . See, Adinda, at every new moon cut a notch in your rice block. When you have cut three times twelve lines, I will be under the Retapan the next day: . . . do you promise to be there?"

"Yes, Saïdjah, I will be there under the Retapan, near the oak wood, when you come back."

[Saïdjah comes back . . . but does not find Adinda under the Retapan].

Like a wounded stag Saïdjah flew along the path leading from the Retapan to the village where Adinda lived. But . . . was it hurry, his eagerness, that prevented

him from finding Adinda's house? He had already rushed to the end of the road, through the village, and like one mad he returned. . . .

Again he had not found the house of Adinda. . . . And the women of Badoer came out of their houses, and saw with sorrow poor Saidjah standing there, . . . and they knew that there was no house of Adinda in the village of Badoer.

For when the district chief of Parang-Koodjang had taken away Adinda's father's buffaloes. . . .

(I told you, reader, that my narrative was monotonous).
. . . . Adinda's mother died of grief, and her baby sister died because she had no one to suckle her. And Adinda's father, who feared to be punished for not paying his land taxes

(I know, I know that my tale is monotonous).
. . . . had fled out of the country; he had taken Adinda and her brother with him. He had gone to Tjilang-Rahan, bordering on the sea. There he had concealed himself in the woods and waited for some others that had been robbed of their buffaloes by the district chief of Parang-Koodjang, and all of whom feared punishment for not paying their land taxes. . . .

. . . . Saidjah followed and joined a troop of Badoer men, not so much to fight as to seek Adinda . . .

One day that the insurgents had been beaten, he wandered through a village that had just been taken by the Dutch, and was therefore in flames. . . . He wandered like a ghost among the houses which were not yet burned down, and found the corpse of Adinda's father with a bayonet wound in the breast. Near him Saidjah saw the three murdered brothers of Adinda, still only children, and a little farther lay the corpse of Adinda. . . .

. . . .
Then Saidjah went to meet some soldiers who were driving, at the point of the bayonet, the surviving insurgents

into the fire of the burning houses; he embraced the broad bayonets, pressed forward with all his might, and still repulsed the soldiers with a last exertion, until their weapons were buried to the sockets in his breast.

The Vesper Hour*

Conducted by Chancellor John H. Vincent.

Some Thoughts for the Closing Days of the Old Year

The following selections with the brief comments upon them are taken from a book of rare merit entitled "Companions of the Way," by Mrs. Elizabeth Waterhouse, published by Methuen & Company of London.

No man has learned anything rightly until he knows that every day is Doomsday.

The smallest thing thou canst accomplish well,
The smallest ill. 'Tis only little things
Make up the present day, make up all days,
Make up thy life. Do thou not therefore wait,
Keeping thy wisdom and thy honesty,
Till great things come with trumpet-heraldings!
—*A Layman's Breviary.*

When saw we thee?

How lovely seems the sun to us,—at night,
When his soft light dawns on us from the moon!
'Tis the sun's light and not the moon's, although

She is so near, and he has dropped from sight.
 Hast thou done some good deed, and therefore now
 A human face smiles on thee through its tears,—
 Then see there, too, the Godhead's mediate face,
 Soft-beaming as the *solar-lunar* light.

—*A Layman's Breviary.*

*Behold upon the mountains the feet of him that bringeth
 good tidings, that publisheth peace.*

For 'neath the sun's fierce heat,
 In midst of madness and inscrutable throes,
 His heart is strong who knows
 That o'er the mountains come the silent feet
 Of Patience, leading Peace,
 And his complainings cease
 To see the starlight shining on the snows.

—*George Santayana.*

*Come then, Lord God, Holy One that lovest me! for when
 Thou shalt come into my heart, all that is within me
 shall leap for joy.*

If thou could'st empty all thyself of self,
 Like to a shell dishabited,
 Then might He find thee on the Ocean shelf,
 And say—"This is not dead,"—
 And fill thee with Himself instead:
 But thou art all replete with very *thou*,
 And hast such shrewd activity,
 That, when He comes, He says:—"This is enow
 Unto itself—'Twere better let it be:
 It is so small and full, there is no room for Me."

—*T. E. Brown, Collected Poems (1900).*

Master, what of the Night?

Child, Night is not at all.

When on the mid sea of the night,
I waken at Thy call, O Lord,
The first that troop my bark aboard
Are darksome imps that hate the light,
Whose tongues are arrows, eyes a blight—
Of wraths and cares a pirate horde—
Though on the mid sea of the night
It was Thy call that waked me, Lord.

Then I must to my arms and fight,
Catch up my shield and two-edged sword,
The words of Him who is Thy Word:
Nor cease till they are put to flight:—
Then in the mid sea of the night
I turn and listen for Thee, Lord.

There comes no voice from Thee, O Lord,
Across the mid sea of the night!
I lift my voice and cry with might:
If Thou keep silent, soon a horde
Of imps again will swarm aboard
And I shall be in sorry plight
If no voice come from Thee, O Lord,
Across the mid sea of the night.

There comes no voice; I hear no word!
But in my soul dawns something bright:—
There is no sea, no foe to fight!
Thy heart and mine beat one accord:
I need no voice from Thee, O Lord,
Across the mid sea of the night.

—George MacDonald.

Sorrows are passed, and in the end is shewed the treasure of immortality.

This is the effect which every great sorrow and struggle has upon a noble soul. Come to the streets of the living; who are these whom we can so easily distinguish from the crowd by their firmness of step and look of peace, . . . holding, without rest or haste, the tenor of their way, as if they marched to music heard by their ears alone? These are they which have come out of great tribulation. They have brought back into time the sense of eternity. They know how near the invisible worlds lie to this one, and the sense of the vast silence stills all idle laughter in their hearts. The life that is to other men chance or sport, strife or hurried flight, has for them its allotted distance; is for them a measured march, a constant worship. "For the bitterness of their soul they go in procession all their years."

Sorrow's subjects, they are our kings; wrestlers with death, our veterans; and to the rabble armies of society they set the step of a nobler life.

—George Adam Smith.

We all, with open face beholding as in a glass the glory of the Lord, are changed into the same image from glory to glory.

Lay thine uphill shoulder to the wheel,
And climb the Mount of Blessing, whence, if thou
Look higher, then—perchance—thou mayest—beyond
A hundred ever-rising mountain lines,
And past the range of Night and Shadow—see
The high-heaven dawn of more than mortal day
Strike on the Mount of Vision!

So, farewell.

—Alfred, Lord Tennyson, *The Ancient Sage*.



In the Home Reading of the Chautauqua Literary and Scientific Circle (C. L. S. C.) Continental European, Classical, English, and American subjects are covered in a four years' course of which each year is complete in itself. The Round Table Department contains study helps and other items of interest to readers.



BRIGHTEST AND BEST OF THE SONS OF THE MORNING

Brightest and best of the Sons of the morning!
Dawn on our darkness and lend us thine aid!
Star of the East, the horizon adorning,
Guide where our infant redeemer is laid!

—Reginald Heber.



A WORD TO THE 1913'S

*Self Reverence, Self Knowledge, Self Control. These three
alone lead Life to Sovereign Power.*

What a brave struggle the old Greeks made to keep up their ideals! That is why Chautauqua joined the names of St. Paul and Athene, placing a model of Athens' beautiful Temple, the Parthenon, in the midst of Chautauqua's leafy grove dedicated to St. Paul, the great Apostle of Christian culture.

No Athenian who cherished the love of his native land could climb the steep slopes of the Acropolis and behold Athene's majestic figure holding aloft its shining spear, revealing in every line of its reverently carved figure the spirit of *self reverence*, without feeling the inspiration of the

ideal. Never a true philosopher or a poet could stroll through this great shrine without having deepened within him an aspiration toward *self knowledge* and every Greek artist of the great days of her sway knew what it meant to exercise that *self control* which has made Greek art one of the finest and most typical expressions of Greek life.

Strangely foreshadowing the C. L. S. C. motto, "Never be Discouraged," was also that early utterance of an old Greek, "All things which are sought are found; if thou dost not give up too soon and dost not shrink from the toil."



PRIZES

At a recent meeting of the Edelweiss Circle of Mount Vernon, New York, the member who came out first in the quiz on the article on "The German Kaiser" received as a prize a tiny battleship, and the second won a diminutive compass. This circle has a credit system. The successful reader last year was rewarded with a C. L. S. C. gold badge.



CHRISTMAS GIFTS

Who of us does not find himself at this season puzzled as to what to give for a Christmas or a New Year remembrance to some person for whom a rather "special" gift is desired? Chautauqua has several suggestions to offer. First, last and always there is an enrolment in the Reading Course or a subscription to the Magazine. This is the season when a family or a group of friends may combine to give the material to some one who wants it and cannot afford it from her own pocket-book. That clever young teacher would be delighted to receive it from her pupils, and how this 'shut-in' would glow with pleasure to snip the strings of a parcel and find herself one of the great throng of the C. L. S. C.! Now, too, is a chance for the circle to give a set or two to people whose companionship it would like to have. Think what a delight it would be to establish

such a scholarship and how greatly the return would overbalance the outgo. Then there is a holiday chance to help the people who are working to secure a Chautauqua European Travel Extension Tour. Did you know that Chautauqua Institution was offering a European trip to the person who secures two hundred enrolments? It is; and if one C. L. S. C. member in every state in the Union sets about earning it, and every other circle member in that state does his cordial best to help we shall have a gloriously happy army of travellers and a larger army of folk rejoicing in their introduction to or their renewal of friendship with the Reading Course. Write to the Chautauqua Press, Chautauqua, New York, for information and help about this offer.



A SUGGESTION TO LIBRARIANS

The librarian of the Missoula Public Library, Missoula, Montana, writes as follows to the Extension Office of the C. L. S. C. at Chautauqua, New York: "I am glad that there has been such a quick response to the slight effort on my part, for I think that when I tell you the results you will agree with me that there has been a great deal of interest shown. Upon receipt of the material for an exhibit, which you so kindly sent, I prepared a table in the reading room of the library using all available matter regarding the Chautauqua reading course. All the books and the bound volumes of *THE CHAUTAUQUAN* for the past four years were shown, as well as the new books, the special course material, the painting proof pictures, and some colored post cards showing the Chautauqua buildings, etc. One of the students in the University of Montana lettered a beautiful sign, using the old English lettering.

"I also prepared two or three newspaper notices, and put up a bulletin in the Y. W. C. A. cafeteria.

"From the point of view of the library the results are entirely satisfactory. Several persons are using the books and magazines, and we gave out the sample *CHAUTAUQUANS*.

Of course I have explained to each person where the books can be purchased.

"It has been a pleasure to see how much interested people have been, and I thank you for your co-operation. I shall be encouraged to make the Chautauqua exhibit an annual feature of the library work."



A YOUNG MAN'S READING*

If I were advising a young man who was beginning life, I should counsel him to devote one evening a week to scientific reading. Had he the perseverance to adhere to his resolution, and if he began it at twenty, he would certainly find himself with an unusually well-furnished mind at thirty, which would stand him in right good stead in whatever line of life he might walk.

When I advise him to read science, I do not mean that he should choke himself with the dust of the pedants, and lose himself in the subdivisions of the Lepidoptera, nor the classifications of the dicotyledonous plants. These dreary details are the prickly bushes in that enchanted garden and you are foolish indeed if you begin your walks by butting your head into one. Keep very clear of them until you have explored the open beds and wandered down every easy path. For this reason avoid the text-books, which repel, and cultivate that popular science which attracts. You cannot hope to be a specialist upon all these varied subjects. Better far to have a broad idea of general results, and to understand their relations to each other.

A very little reading will give a man such a knowledge of geology, for instance, as will make every quarry and railway cutting an object of interest. A very little zoölogy will enable you to satisfy your curiosity as to what is the proper name and style of this buff-ermine moth which at the present instant is buzzing round the lamp. A very little botany will enable you to recognize every flower you are

*From A. Conan Doyle's "Through the Magic Door."

likely to meet in your walks abroad, and to give you a tiny thrill of interest when you chance upon one beyond your ken. A very little archæology will tell you all about yonder British tumulus, or help you to fill in the outline of the broken Roman camp upon the downs. A very little astronomy will cause you to look more intently at the heavens, to pick out your brothers the planets, who move in your own circles, from the stranger stars, and to appreciate the order, beauty, and majesty of that material universe which is most surely the outward sign of the spiritual force behind it.

How a man of science can be a materialist is as amazing to me as how a sectarian can limit the possibilities of the Creator. Show me a picture without an artist, show me a bust without a sculptor, show me music without a musician, and then you may begin to talk to me of a universe without a Universe-maker, call Him by what name you will.



FEDERAL COUNCIL OF SWITZERLAND, 1912

Name	Canton	Birth	Election to Council
Dr. Ludwig Forrer	Zurich	1845	1903
Eduard Müller	Bern	1848	1895
Dr. Arthur Hoffman	St. Gall	1857	1911
Dr. Guiseppe Motta	Ticino	1871	1911
Louis Perrier	Neuchâtel	1849	1912
*Edmond Schulthess	Aargau	1868	1912
*Camille Decoppet	Vaud		1912



THE ANTIQUITY OF THE MIND CURE

An idea of the antiquity of the belief in mind cures for bodily ills may be gathered from some of the old Babylonian incantations which were sung for the purpose of driving diseases away. Here is one given by Prof. Jastrow in his "Religious Belief in Babylonia and Assyria."

"Away, away, far away, far away!

For shame, for shame, fly away, fly away!

*Succeeded, July 17, 1912, Marc Ruchet and Adolf Deucher, whose pictures are given on pages 262 and 263 of the November, 1912, CHAUTAUQUAN.

C. L. S. C. Round Table

Round about face, away, far away!
Out of my body, away!
Out of my body, far away!
Out of my body, for shame!
Out of my body, fly away!
Out of my body, face about!
Out of my body, go away!
Into my body do not return!
To my body do not approach!
My body do not oppress!"



A FINE NEW CIRCLE

Des Moines, Iowa, a Chautauqua stronghold, is rejoicing in the organization of yet another circle, The University. A local paper says that it "begins its history with a strong membership and enthusiastic interest."



TO MEMBERS OF NEW CHAUTAUQUA CIRCLES

Don't look upon a circle as a formidable thing. Its keynote is a helpful exchange of ideas. All that you have to do as a Chautauquan is to *read* the Chautauqua books and required series in the Magazine. You can run your Chautauqua Circle on the following simple plan and find it a great help. Use the questions in THE CHAUTAUQUAN for a quiz. It helps to bring out the things you would like to remember. You can vary it sometimes by assigning the several paragraphs to different members beforehand and let each one sum up a paragraph. Map talks are very useful. Let members answer all roll calls by telling what character or person or event most interested them. Try to draw out each member. This simple exchange of ideas is one of the best things the reading can give you. The Round Table "Suggestive Programs" are for circles that have libraries and

want reference books and these are helpful but *not necessary*. Pick out of them any ideas that will help your circle.



WIDEAWAKE GROUPS

The Chautauqua Club of Cooper, Texas, keeps itself up-to-date by a current events roll call, using for it the material in the Highways and Byways department of THE CHAUTAUQUAN. The Jane Addams Circle of Tulsa, Oklahoma, has a similar method, but specializes, using German current history one week, French the next, and so on.



GOOD ADVICE

In the "Art Extension Number" of THE CHAUTAUQUAN (July, 1911) are seven programs based on the material furnished in that issue. Miss Janet B. Glen, the author of the able and comprehensive article, "Great Schools of Painting," in that number, prepared the programs, and her preliminary words of advice are worth repeating for the benefit of students of Mr. Powers's "Mornings with Masters of Art."

"Use books sparingly but have quantities of illustrations. Verify everything said by others and make all the discoveries you can for yourself. Collect pictures for a Club Gallery. Mount on cardboard penny prints and magazine illustrations. Buy good color prints and a few choice photographs."



SUPPLEMENTARY PICTURES

In the back of Dr. Powers's "Mornings with Masters of Art" Chautauquans will be glad to note a list of supplementary pictures which many students will be glad to secure. These can be purchased from the Bureau of University Travel, Trinity Place, Boston, Massachusetts, for \$1.00 per set. This is a special price made for CHAUTAUQUAN readers.

Verses Worth Memorizing

DUTY OF WORK

(Translated by Walter Besant)

In love or in Knighthood; in fray or in hall;
 In labor afield at the plough or the tree;
 In robe of the judge, or as king over all,
 In coarse dress of toil on the shore or the sea;
 Be it far—be it near—the conclusion of toil,
 Let each bear his burden the length of his day,
 Nor for weariness' sake let his handiwork spoil;
 Do all that thou hast to do, happen what may.
 —*Eustache Deschamps* (1340-1410)



ROUND TABLE ILLUSTRATIONS

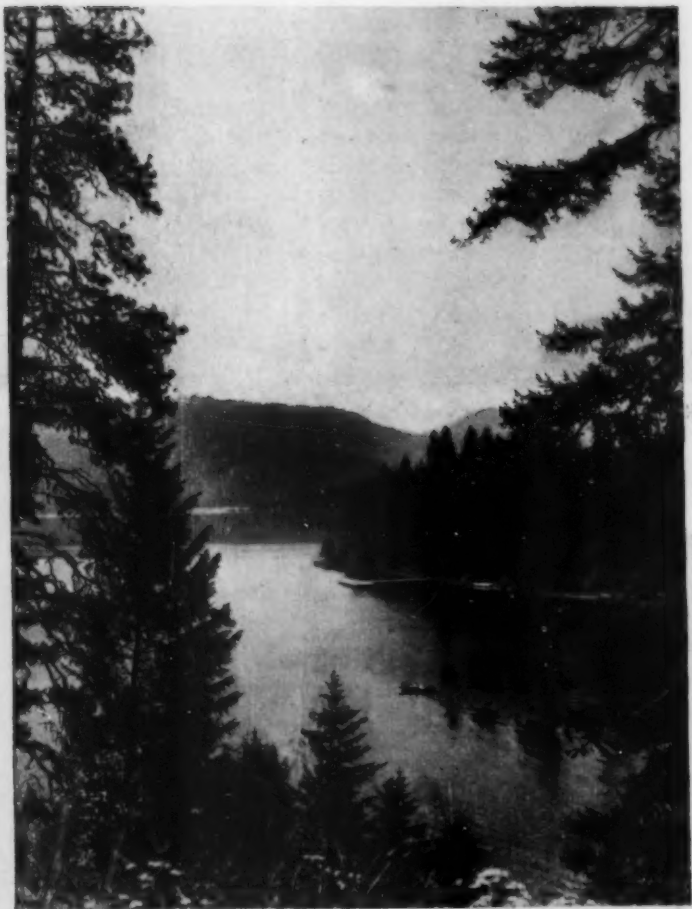
The photograph from which the picture of lovely Spirit Lake, Idaho, was made came to the Round Table from Mrs. Ida B. Cole, one of the C. L. S. C. Field Secretaries. Mrs. Cole writes with enthusiasm of the situation of the assembly grounds amid its inspiring surroundings of lake and forest. She found the people interested in and responsive to the C. L. S. C. message. This indeed, has been her experience in all her work in the far West.

Three Recognition Day pictures—assemblies at Litchfield-Hillsboro, Illinois, at Remington, Indiana, and at Chautauqua, New York—show how the traditions of the parent assembly are carried out in their symbolic beauty at other gatherings.

Always wonderfully interesting in her presentations is Miss Meddie O. Hamilton, and countless readers will welcome this picture of the well-known Field Secretary surrounded by a group of readers at Ogden, Utah.

Far distant in locality are the Idaho and Iowa pictures shown on the last page, but Idaho and Iowa people are closely united in the common bond of the C. L. S. C. A common interest makes for brotherhood.





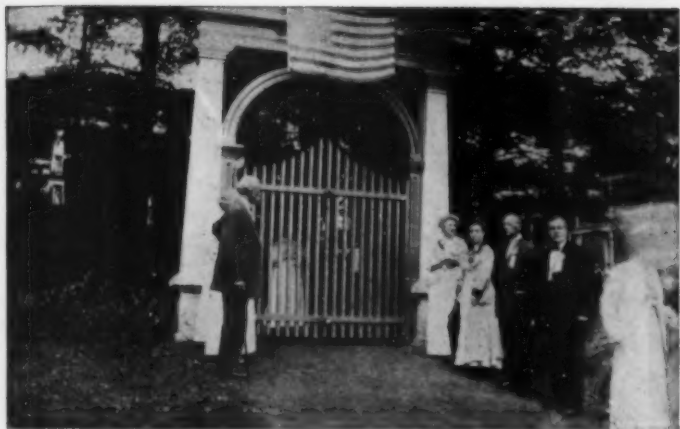
Spirit Lake, Idaho. The wharf is the landing place for the assembly grounds, where tents nestle among the lofty pines



Recognition Day at Litchfield-Hillsboro (Illinois) assembly, August, 1912



Recognition Day at Fountain Park assembly, Remington, Indiana



Guard of the Golden Gate, Chautauqua, New York, on Recognition Day, 1912, awaiting the graduates



Miss Meddie O. Hamilton, C. I. S. C. Field Secretary, and a group of readers at the Chautauqua, Ogden, Utah



The alfalfa field, the house and the husband of a member of the Caldwell (Idaho) circle



Class of 1914. Members of circle at Northboro, Iowa





NEWS FROM READERS AND CIRCLES

" 'Wishing you God's blessing on your labors for us' is the way one of our good friends in an African parsonage ends her letter telling us that she is going right on with the reading," said Pendragon, leaning back in his chair with a look of contentment on his face. "It is a refreshment to the spirit to be cheered on the way by the appreciation of our friends." "How it does help," agreed a member; "but in your work you have the comfort of knowing that people all over the world are being helped by the present application of Bishop Vincent's idea just as they have been for forty years past." "We get the vibrations," laughed Pendragon. "And, by the way," he went on, "here is a letter that makes one think of the work we did on *memory* when we were reading Dr. Oppenheim's 'Mental Growth and Control.' See how vivid a picture was summoned up by the hearing of a small, shrill sound: 'I was reclining on my davenport looking over the trees into the blue sky, dreaming autumn dreams full of a feeling, half sad, half glad, when all at once I was turned back to when I was a child four or five years old. The picture is true, but I never have thought of it since the time it was imprinted on my mind. Recently my nephew's grandfather gave him some bantam chickens and the crowing of the little chanticleer was what carried me back to my childhood, for from that time to the present I have never heard just the same peculiar tone and cry. The little crower brought a picture before my mind's eye of a little girl standing in a back door of an old fashioned house with steps leading from the door into the back yard. Just in front of the door was a log kitchen with a clean slab door, its fastening string pulled through a hole and slipped over a peg. The yard was as clean and hard as a stone floor. To the left of the door was a long shelf and on it a cedar bucket with cover and gourd dipper hanging above. Out to the right was a drying scaffold with halved peaches drinking in the sunshine. I think they were the first I had ever seen. There was an old ash hopper with lye

dripping into a little trough made out of half of a small log. The memory of shadows shows that it must have been late in the afternoon. I think I was with our colored woman who had gone to buy butter. That picture was stamped many years ago and had never been recalled, although I had met these old ladies of the house after I was grown and they had spoken of my being at their home when I was a little girl. But nothing recalled it until I heard the peculiar crow of that little rooster across the way. I suppose the old ladies had sent me to the door to see how small their chanticleer was, as our chickens at home were the large buffs that would make four of him. I cannot see any other part of the house and when I try to see more it is blank.' "

"That is truly interesting," cried a teacher. "I have a class in psychology and I shall tell them about this experience." "That is one of the ways in which Chautauquans can help each other all the time," said a delegate from Marshfield, Missouri. "Instances of the growing eagerness for education and of the spread of highly enlightened notions among the leaders of education is cheering evidence of the ever-widening spirit of human brotherhood and the resulting attempt to make life more worth while for others." "Our circle in Vineland, New Jersey, had an example of it last spring when one of our members let us have a share in his own special knowledge of biology. We were asked to go early to the meeting at his house, and before the regular lesson began we had time to examine a great many beautiful shells and to listen to an interesting and informing 'Autobiography of a Brook Trout.'" "Nothing of that sort ever comes amiss to Chautauquans," smiled Pendragon as he turned to the delegate from the Painesville, Ohio, circle and asked her to report.

"We were organized in 1908," she began, "and we had twenty-one members last year. We use printed programs following the one sent out by the Institution and supplementing with nature study and art, and we answer the toll call with current events, quotations, or something ap-

propriate to the particular program. Sometimes we ask some one outside the club to speak to us. Our meetings are held twice a month at the homes of the members. Light refreshments are served, and the club has a rule to serve one thing only. In June we hold our annual picnic, which is a most enjoyable affair, sometimes a coaching party, a porch party or a picnic at the lake, but always a dinner or supper and sometimes both. This year we had a committee appointed in the spring to plan for a country drive in the autumn and this served as a Rally Day. This year's course we are combining with a study of the lives of musicians, which is exceptionally interesting as we have some professional musicians as new members. One of our members has consented to coach us in French. For a group of very busy people, half of them teachers, this sounds rather heavy, but some of us will be able to do it justice, and we are all trying hard."

"They are an ambitious lot, aren't they?" exclaimed a delegate from Columbia Station. "We are Ohioans, too, and we take some pride in our activities. We subscribed to the *Literary Digest* last year, and found it very useful, and we also bought some books to supplement our study of American history. At the end of the year's work a banquet was given in honor of the graduates at the home of one of the members, and on the 21st of July a public Vesper Service was held in the M. E. Church. It was well attended and appreciated by all." "It is a truly inspiring service," said Pendragon. "Here is a different sort of inspiration," he continued. "A member of the graduating class at Chautauqua, New York, last summer wrote a song to be sung to the tune of 'Auld Lang Syne.' Here is the first stanza:

"We'll sing the song of "Shakespeare Class,"
The class we love so well.
We'll sing our song from first to last,
And give our "Shakespeare yell.""

Everybody joined in and sang it through again heartily and then the delegate from Oil City, Pennsylvania, recited

a stanza written by one of the Class of 1913 members of her circle:

" 'We are thro' with three years, a good course it has been—
How good it is hard to relate.
And we'll be just as happy as high school girls,
When we pass thro' the Golden Gate
At Chautauqua
In 1913.' "

"Here's a stanza from another 1913 poet, this time from Ottawa, Illinois," said Pendragon. "These verses review the year's work, and then say

" * * * but this we know,
Chautauqua's nestlings dream
Of higher, fuller, broader life
And mastery supreme.' "

"That's perfectly true," said the Man Across the Table. "Chautauqua trains for general efficiency. 'System brings results.' "

"I don't believe that any other circle has members of such differing opinions as has ours," exclaimed a delegate who had been listening eagerly. "Where? Where?" inquired the table. "At Moundsville, West Virginia. We have radicals and conservatives, socialists and individualists, and folk who differ in their religious belief." "And you're harmonious nevertheless?" "We are. Our varying beliefs give spice to all our meetings, and we are friends still."

There was applause for this statement, and a chorus of "That's the Chautauqua spirit!"

"My difficulty," said a young teacher, "is to have the book right at hand. I've been adopting a good plan this winter which has helped a great deal. I choose sometimes four books from our library and put them where I can be sure to get them when needed." "That's an excellent scheme," said a Missourian. "I've done the same—sometimes my mood seems to demand one and then something else." "Another thing," suggested Pendragon, "don't neglect the poets. A poet needs to be studied. Keep one near at hand and don't let him be crowded out. There are

often times when I don't care to put Browning on my bookshelf—I must keep him at close range."

"I keep a different book a month—I mean a poet," said a quiet mother. "Last year I read during the six months, Lowell, Holmes, Lanier, Longfellow, Sill, and Aldrich. To change each month I found a most delightful experience. Try it!"

"Speaking of Browning, reminds me that our circle, the Progressive C. L. S. C. of Brockton, Massachusetts, really had a most unique set of quotations at the time of Browning's Centenary. We couldn't give up our whole time to him, but it's wonderful what an interesting collection of thoughts we seemed to gather by the way."

"The roll call and special celebrations are capital opportunities for little excursions off the beaten track," said Pendragon. "Program makers should always be on the alert to introduce numbers of local interest and of timeliness. This method of enriching programs to suit the needs and the possibilities of different places is one that is of great use."

"By the way," said a Kansan, "I happen to know that the 1911s who graduated at Winfield have joined the great army of chronic readers. They went right on in 1912 just as if no diploma had intervened." "Thousands do just that thing every year," commented Pendragon. "It is never hard to keep on; the will is trained by the time one has read a complete cycle. It is sticking through the first two or three years that requires will power." "And not much of that as long as one's interest is aroused," nodded the Anxious One. The Man Across the Table agreed with her. "The whole thing rests on arousing interest," he smiled.



FICTION BASED ON FRENCH HISTORY

1515. Field of the Cloth of Gold	<i>A Ward of the King.</i> K. S. Macquoid.
Francis I	<i>John of Strathbourne.</i> R. D. Chetwode.
Benvenuto Cellini	<i>Ascanio.</i>
Francis I and Henry II	<i>The Two Dianas.</i> Alexandre Dumas.

Catherine de Medici and the Guises	<i>The Page of the Duke of Savoy.</i>
Henry of Navarre	<i>The King's Henchman</i> and its sequel <i>Under the Spell of the Fleur-de-Lis.</i> W. H. Johnson.
St. Bartholomew	<i>Chronicle of the Reign of Charles IX.</i> Prosper Mérimée.
Death of Henry II	<i>The Brigand.</i> G. P. R. James.
Assassination of second Duke of Guise	<i>One in a Thousand.</i> G. P. R. James.
Religious War 1564-8	<i>For the Religion</i> and its sequel <i>A Man of his Age.</i> Hamilton Drummond.
St. Bartholomew	<i>Gaston de Latour.</i> Walter Pater. <i>About Catherine de Medici.</i> H de Balzac. <i>The Man at Arms.</i> G. P. R. James. <i>Count Hannibal and The House of the Wolf.</i> Stanley J. Weyman. <i>The Chaplet of Pearls</i> and its sequel <i>Stray Pearls.</i> Charlotte M. Yonge.
The Valois Trilogy: 1572-1585. Charles IX, Henry III, and Henry of Navarre	<i>Marguerite of Valois</i> and its sequel <i>La Dame de Monsoreau</i> and its sequel <i>The Forty-five.</i> Alexandre Dumas.
1578-1589	<i>An Enemy of the King.</i> R. N. Stephens.
Henry of Navarre	<i>A King's Pawn.</i> Hamilton Drummond.
1588	<i>Henry of Guise.</i> G. P. R. James.
The League	<i>A Gentleman of France.</i> S. J. Weyman.
Henry of Navarre	<i>The Chevalier d'Auriac.</i> S. K. Levett- Yeats.
" " "	<i>The Helmet of Navarre.</i> Bertha Runkle.



C. L. S. C. MOTTOES

"We Study the Word and the Works of God."
 "Let Us Keep Our Heavenly Father in the Midst."
 "Never be Discouraged."



C. L. S. C. MEMORIAL DAYS

OPENING DAY—October 1.	ADDISON DAY—May 1.
SPECIAL SUNDAY — November second Sunday.	SPECIAL SUNDAY—May, second Sunday.
MILTON DAY—December 9.	INTERNATIONAL PEACE DAY—May 18.
COLLEGE DAY — January, last Thursday.	SPECIAL SUNDAY—July, second Sunday.
LANIER DAY—February 3.	INAUGURATION DAY — August, first Saturday after first Tuesday.
SPECIAL SUNDAY—February, second Sunday.	ST. PAUL'S DAY—August, second Saturday after first Tuesday.
CHAUTAUQUA DAY — February 23.	RECOGNITION DAY—August, third Wednesday.
LONGFELLOW DAY—February 27.	
SHAKESPEARE DAY—April 23.	

OUTLINE OF REQUIRED READING FOR JANUARY

FIRST WEEK—JANUARY 1-8

"Paris of the Reformation" (THE CHAUTAUQUAN, "Reading Journey in Paris," IV).

"Effect of the Renaissance, the Reformation and Humanism on the Literature of the 16th Century."

SECOND WEEK—JANUARY 8-15

"Wilhelmina, Queen of the Netherlands;" "Albert I, King of the Belgians. The Rulers of the Low Countries" (THE CHAUTAUQUAN, "European Rulers," IV).

Summary of the Introduction of Powers's "Mornings with Masters of Art."

THIRD WEEK—JANUARY 15-22

"Influence of Greek Painting on Roman Art," "How Art Became Christian;" "Mosaics;" "The First of the Modern Painters, Cimabue and Giotto" (Powers's "Mornings with Masters of Art," Chapters I, II, III, IV).

FOURTH WEEK—JANUARY 22-29

"The More Ambitious Program of Painting at the Close of the Giotto Century;" "The Attempt to Retain and Perfect the Old Religious Art of the Middle Ages;" "The Revolt against the Church" (Powers, Chapters V, VI, VII).



SUGGESTIVE PROGRAMS FOR LOCAL CIRCLES

The following programs are offered merely as helps to circles. No circle is required to use them.

FIRST WEEK, JANUARY 1-8

1. *Roll Call*. "Transition from the Gothic Style to Classical Art" (Hourticq's "Art in France," Part II, Chapter I).
2. *Biography and Criticism*. "Leonardo da Vinci" (Powers's "Mornings with Masters of Art," Chapter XII; Bailey and Glen in THE CHAUTAUQUAN for July, 1911).
3. *Reading* of Browning's "Andrea del Sarto."
4. *Original Story* based on Symonds's English edition of the "Autobiography of Benvenuto Cellini."
5. *Quiz*. "Events of Francis I's Reign" (Duruy's "History of France").
6. *Paper*. "Effect of the Renaissance, the Reformation and Humanism on the Literature of the 16th Century" illustrated by readings (Smith's "Spirit of French Letters," Chapter V; Faguet's "History of French Literature").

SECOND WEEK, JANUARY 8-15

1. *Roll Call*. "Events of the Reigns of Henry I and his Sons" (Duruy).
2. *Talk*. "The Massacre of St. Bartholomew" illustrated by extract from Marguerite of Navarre's "Memoirs" (Smith, p. 117).
3. *Tableau*. Millais' famous picture, "The Huguenot Lovers."
4. *Summary* of Mr. Bestor's article in this Magazine.
5. *Story*. "How Wilhelmina was Educated to be a Queen" (*Ladies' Home Journal* for November and December, 1908, and January, 1909).

6. Quiz. "The Evolution of Classical Art" (Hourticq, Part II, Chapter II).
7. Summary of Introduction of Powers's "Mornings with Masters of Art."*

THIRD WEEK, JANUARY 15-22

1. Summary of "A Climb up Parnassus" in the August CHAUTAUQUAN.
2. Roll Call. Explanation of all historical and mythological allusions in Powers's "Mornings with Masters of Art," Chapters I, II, III, IV.
3. Observation Test. a) Find "eye paths" in the illustrations in Powers through Chapter VII; b) Examine the church interiors in the "Reading Journey through Paris" series and in Miss Kimball's "English Cathedrals" series in THE CHAUTAUQUAN of 1910-11 for examples of grouped pillars as described on p. 37, Powers.
4. Quiz on "Puis de Chavannes and his Work" (referred to on p. 12, Powers. (See Baedeker under 'Pantheon' and 'Sorbonne'; send to Boston Public Library for handbook descriptive of mural decorations of that building; Reinach's "Apollo," pp. 316, 317; Cox's "Old Masters," pp. 210-226; "Masters in Art," Part 46, published by Bates and Guild, Boston, price 25 cents).
5. Book Review. Mau's "Pompeii."
6. Talk. "American Mosaics" (Write to Tiffany Studios, Madison Avenue and 45th St., New York City, for descriptions of mosaic work in the Cathedral of St. John the Divine, New York, and of the curtain made for the theater in Mexico City. See also, description of curtain in *Scientific American* for April 29, 1911; "Progress in Mosaic Work" in *Outlook*, May 6, 1911).

FOURTH WEEK, JANUARY 22-29

1. Definitions—composition, values, symmetry, balance, symbolism, perspective, subjectivity and objectivity, realism, atmosphere (dictionary; Caffin's "Guide to Pictures").
2. Book Review. Perkins's "Giotto."
3. Study, of drapery in the work of Fra Angelico.
4. Reading. Browning's "Fra Lippo Lippi."
5. Book Reviews. a) Strutt's "Fra Lippo Lippi;" b) Cartwright's "The Painters of Florence."
6. Summary of "Appreciation of Pictures" by Zug in THE CHAUTAUQUAN for July, 1911.
7. Synopsis of Mr. Barnes's article in this number.



BIBLIOGRAPHY

The books listed below should be constantly referred to during the study of Powers's "Mornings with Masters of Art." Prices given by the Chautauqua (N. Y.) Book Store.

The History of Painting from the Fourth to the Nineteenth

*The prints listed in the Appendix of Mr. Powers's book may be obtained from the Bureau of University Travel, Trinity Place, Boston, Massachusetts. The price is \$1.00.

Century, Muther, 2 vols. \$5.00. The first volume deals entirely with Italian painting. *Memoirs of the Italian Painters*, 2 vols., *Legends of the Monastic Orders, Legends of the Madonna, Sacred and Legendary Art*, Jameson. \$1.25 each. *Vasari's Lives of the Painters*, edited by Blashfield, 4 vols. \$8.00. *A History of Painting in Italy*, Crowe and Cavalcaselle, edited by Hutton, 3 vols. \$15.00. *The Painters of Florence*, Cartwright, \$2.50. *The Renaissance in Italy*, Symonds, 7 vols. \$2.00 each. *A Short History of the Renaissance in Italy*. A condensation of the above, \$1.75. *The Italian Painters of the Renaissance*, Berenson. Four small volumes including Italy, North, Central, etc. \$1.50 each. *The Masters in Art Series*. Monographs with text and ten illustrations for each subject. 20 cents each. *The Fine Arts*, G. Baldwin Brown, \$1.00.

BOOKS ON SPECIAL SUBJECTS RELATING TO THE ABOVE.

Pompeii: Its Life and Art, Mau, \$2.50 net. *A History of Greek Art*; chapter on painting, Tarbell, \$1.00. *Monuments of Christian Rome from Constantine to the Renaissance*, Frothingham, \$2.50 net. *Giotto*, F. Mason Perkins, \$1.75 net. *Masters in Art*, Masaccio, 20 cents. *Fra Angelico*, Williamson, 50 cents net. *Fra Lippo Lippi*, Strutt, \$2.50 net. *Botticelli*, Streeter, \$1.75 net. *Italian Sculptors of the Renaissance*, Freeman, \$3.00 net. *Donatello*, Balcarres, \$2.00 net. *Leonardo da Vinci*, MacCurdy, \$1.75 net. *Perugino*, Williamson, \$1.75 net. *Michael Angelo*, Gower, \$1.75 net. The same by Symonds, 2 vols. \$4.00. *Verocchio*, Cruttwell, \$2.00 net. *Raphael*, Monographs on artists, edited by Knackfuss, \$1.50. *Titan*, Gronau, \$2.00.



TRAVEL CLUB

Travel clubs should be provided with Baedeker's "Paris," latest edition. A large map of Paris and a pocket atlas of Paris and the vicinity may be had of the Book Store, Chautauqua, N. Y., for 80 cents each. Every member should do her best to contribute photographs, postcards, pictures in books, and any interesting Paris mementoes she may have to a general collection which should be on exhibition at each meeting.

FIRST WEEK

1. *Roll Call*. "Events of the Reign of Francis I" (Duruy's "History of France").
2. *Art Talk* based on Hourticq's "Art in France," Part II, Chapter I.
3. *Paper*. "Literature in the Reign of Francis I" (Smith's "Spirit of French Letters," Chapter V).
4. *Readings* illustrative of number 3 (Smith, Chapter V).
5. *Description* of Fontainebleau and St. Germain-en-Laye (Baedeker).
6. *Book Review*. "The Two Dianas" by Alexander Dumas.
7. *Map Talk*. Buildings, changes, etc., in Paris in Francis I's reign.

SECOND WEEK

1. *Roll Call*. "Events of Henry II's Reign" (Duruy).
2. *Paper*. "What Calvin, Rabelais and Montaigne did for independent thinking and for democracy" (Smith; Faguet's "History of French Literature"; Duruy).
3. *Readings* from above authors (Smith; Warner "Library").

4. *Biographies* a) Catherine de Medici; b) Diane de Poitiers; c) Mary, Queen of Scots; d) Francis II; e) Coligny.
5. *Reading* from Marguerite of Navarre the younger's experiences (Smith, p. 117).
6. *Original Story*. Place, Paris; time of the Massacre of St. Bartholomew; characters, the "Huguenot Lovers" of Millais' picture.

THIRD WEEK

1. *Paper*. "Catherine de Medici as a Builder."
2. *Story* of the Hôtel de Lamoignon and the Hôtel Carnavalet (Baedeker; Hare's "Paris;" Martin's "Stones of Paris").
3. *Roll Call*. "Events of the Reign of Charles IX" (Duruy).
4. *Book Review*. Mérimée's "Chronicle of the Reign of Charles IX" or Balzac's "About Catherine de Medici."
5. *Art Talk* based on Hourticq, Part II, Chapter II.
6. *Reading* from 16th century poets (Smith, Chapter V).

FOURTH WEEK

1. *Roll Call*. "Events of the Reign of Henry III."
2. *Book Review*. Stephens's "The Sword of Bussy."
3. *Discussions* as to which period of the history of Paris so far is most interesting and why.
4. *Quiz* on the position on the map of Paris of all buildings mentioned in the four articles of this series.
5. *Explanation* of the relationship of the House of Bourbon to the House of Valois-Orleans (Duruy).
6. *Reading*. "Lawyer Pathelin" (Smith, p. 195.)



REVIEW AND SEARCH QUESTIONS ON JANUARY READING

EUROPEAN RULERS. CHAPTER IV. WILHELMINA, QUEEN OF THE NETHERLANDS; ALBERT I, KING OF THE BELGIANS. THE RULERS OF THE LOW COUNTRIES.

1. State the likenesses between Holland and Belgium; 2. the differences. 3. Describe the government of Holland. 4. What has been Queen Emma's standing in Holland? 5. Relate some of the stories which throw light on Queen Wilhelmina's character. 6. What is the attitude of Holland toward Prince Henry? 7. Describe the palaces at The Hague and at Amsterdam. 8. Describe the make-up of the parliament. 9. What are the qualifications for the franchise? 10. What is the chief basis of the party divisions of Holland? 11. What has been the history of the United Netherlands? 12. What is the pedigree of the present king of Belgium? 13. What are his qualities? 14. What constitutional provisions were made by the Constitution of 1831? 15. How did it happen that Albert came to the throne? 16. What has been his education? 17. Describe the royal family. 18. What is the make-up of the Belgian parliament? 19. Describe the electorate. 20. What political agitation exists? 21. Speak of the Belgian foreign policy, especially the attitude toward Germany. 22. What has been the contribution of the Netherlands to world politics?

A READING JOURNEY IN PARIS. CHAPTER IV. "PARIS OF THE REFORMATION"

1. What sort of man was Francis I? 2. What was the condition of the country? 3. Who was Dolet? 4. How was the Pillory

built? 5. What did Francis I and Henry II do to the Louvre? 6. What are some of the dwellings erected by Francis I? 7. What are the chief churches built in Francis's reign? 8. When was the Maison aux Piliers rebuilt? 9. How was the Emperor Charles V entertained in Paris? 10. Why did the Reformation movement spread, and what are some of the features that marked it? 11. What were the circumstances of Henry II's death? 12. How did the Place Royale come into existence? 13. What was Catherine de Medici's influence? 14. How is Francis II best known? 15. Describe the massacre of St. Bartholomew. 16. What two monarchs of today are descended from Admiral Coligny? 17. What is left of the Hôtel de Soissons? 18. Where was the Palace of the Tuileries? 19. What has been the history of the Hôtel Carnavalet? 20. Of the Hôtel Lamoignon? 21. What sort of man was Henry III? 22. Why did he not build more? 23. What were the circumstances of his death and to whom did the crown go?



SEARCH QUESTIONS ON JANUARY READING

1. On what pages in Ogg's "Social Progress in Contemporary Europe" is the social legislation of Belgium and Holland discussed? 2. How did the House of Orange get its name?

1. Who were the "three boy kings"? 2. What book of Marguerite of Navarre is best known?



ANSWERS TO SEARCH QUESTIONS ON DECEMBER READINGS

1. Helvetia. 2. Nineteen whole; six half. 3. Monte Rosa.

1. Queen Elizabeth of England. 2. King John's ransom was to be a sum of money; and the cession of certain French lands. He returned to France, leaving his sons, the dukes of Anjou and Berry, as hostages for the payment of the ransom. The Duke of Anjou broke his parole and fled to Paris, whereupon John at once returned to England.



REVIEW QUESTIONS ON "MORNINGS WITH MASTERS OF ART"

Chapter I. The Afterglow of Greece.

1. What Greek associations can we trace in Naples and its surrounding country? 2. What remains of Greek painting do we find in the Naples Museum? 3. Give an incident illustrating the fact that painting was to the Greeks the chief of the arts. 4. What qualities hold us spellbound as we study these graceful Greek sketches? 5. What opinion do we form of the early copyists whose Pompeian wall paintings attempted to copy Greek masterpieces? 6. What paintings remind us of the famous Puvis de Chavannes? 7. What are the striking events portrayed in the mosaic the "Battle of Issus"? 8. How does the artist's genius enable him to make the scene which he portrays gravitate toward the center? 9. What do we mean by eye-paths? 10. How did the artist of the Battle of Issus make use of mental suggestion? 11. What part does *motive* play in the making of a great picture? 12. What may be said about the taste of the Roman owner of this picture? 13. How

may the location of the picture affect our feeling in regard to it? 14. Describe the famous Greek painting called the Aldobrandini Marriage. 15. Where is it and is it a copy? 16. How does the writer trace the eye-paths in this picture? 17. Show what lines are so emphasized as to give the picture light and shade and so rhythm. 18. How are we reminded of the close connection between the art of the poet and of the painter?

Chapter II. How Art Became Christian.

1. What pictures of Rome enter your mind as you approach the Eternal City? 2. What do we mean by Graeco-Roman art? 3. What are mosaics and how classified in general? 4. What are scille mosaics? 5. How do they differ from tessellated mosaics? 6. What variation is known as Cosmatin work? 7. How far did the Greeks and Egyptians make use of mosaics? 8. What colors did the Romans make use of? 9. Describe the famous Pompeian dog. 10. How did the Roman change from the Greek pictorial style to a more material one of his own? 11. Where are the first "mosaics of official Christianity?" 12. What two noticeable changes in this use of mosaic are very apparent? 13. Describe the general nature of the pattern. 14. In what respects is it a "feeble" beginning of Christian art? 15. What great interest has the church of Santa Pudenziana? 16. What reason seems to explain the remarkable change in mosaic art between Santa Costanza and Santa Pudenziana? 17. What beauties of Santa Maria Maggiore strike us at first sight? 18. How has the artist yielded to temptation? 19. What arrangement of mosaics do we find in the ceiling of the Oratory of St. John? 20. What does our author mean by "Interpretation of Structure?" 21. What new rule for the mosaic worker do we find expressed in the portico of San Venanzio? 22. What was the next step which we notice, and what great principle did it emphasize? 23. Name several churches in Rome with mosaic work of the twelfth century. 24. What church has a touch of 13th century work which gives a hint of coming changes?

Chapter III. The Bursting of the Bonds.

1. In what Italian city did art first awaken at the time of the Renaissance? 2. Is it possible to account for this supremacy of Florence? 3. To what extent was painting used in church decoration before the Renaissance? 4. In what form were the altar pictures placed? 5. What do we mean by balance in art? 6. Illustrate this idea from the principle of the steelyard. 7. What quality is a work of art apt to assume when it is adapted to something like architecture? 8. What should you say was the difference between symmetry and balance? 9. What two great characteristics of medieval painting are illustrated in the picture by Cimabue in the Academia of Florence? 10. Why is the madonna out of proportion to the other figures? 11. How does the "Rucellai Madonna" show the characteristics of the new art? 12. How does the artist's new point of view show his timidity? 13. Why are the figures on the hanging background painted without reference to the folds of the drapery?

Chapter IV. The First of the Moderns.

1. How does Giotto's name suggest his character? 2. How did his feeling for art differ essentially from that of Cimabue? 3. Give some examples of the way in which Giotto uses medieval

symbolism in his picture of the "Vow of Obedience." 4. How does Giotto show his growing sense of freedom in the "Vow of Poverty?" 5. What gives the Presentation in the Temple such charm to our modern eyes? 6. What features of The Flight into Egypt illustrate Giotto's careful observation of animal life and his acknowledged limitations? 7. How is his keenness of observation again shown in The Baptism of Christ? 8. What contrast does he bring out in the faces of the priests as compared with that of Judas? 9. How does the absence of Satan in nearly all of these pictures indicate the attitude of Giotto's mind? 10. How did Giotto make use of symbolism in his figure of envy? 11. How has Giotto used the force of suggestion in his Story of the Resurrection of St. John? 12. In what picture does Giotto show his marvelous power to represent the play of human emotions?

Chapter V. The Larger Vision.

1. What changes in painting do we find gradually taking place in the century which succeeded Giotto? 2. What are the chief elements in linear perspective? 3. How does aerial perspective differ from it? 4. Why did Giotto use chiefly linear perspective? 5. What substitute for aerial perspective did Masolino use effectively in his Feast of Herod? 6. How did this quality of her artists prove a limitation to most Italian art? 7. What are the few known facts of Masaccio's life? 8. How did he differ from Giotto in the multiplying of his figures? 9. What extraordinary gift did Masaccio show in his treatment of atmosphere? 10. Compare the Expulsion of Adam and Eve as treated by (a) Masolino; (b) Masaccio. 11. What human quality does Masaccio bring out in his S. Peter Baptizing the Pagans? 12. What might have been the effect on the painting of Italy if Masaccio had lived?

Chapter VI. The Protest of Faith.

1. What medieval characteristics do we find in the two great paintings of the Spanish Chapel? 2. Why does Orcagna represent earth and its people in a modern way and Paradise according to old traditions? 3. How old was Fra Angelico when Masaccio was painting in the Brancacci chapel? 4. How did Fra Angelico represent the Protest of Faith against the growing realism of art? 5. What features of his madonna in the Uffizi seem like the art of Cimabue? 6. What differences do you discover? 7. How do you explain the character of the baby? 8. In what respect was Fra Angelico a true artist? 9. What is he seemingly revealing by the Christ of San Marco? 10. What are the striking features of Fra Angelico's "Last Judgment?" 11. What evidence is there that the picture is not all his own work? 12. What are some of the rare qualities of his picture of the Annunciation in San Marco? 13. What tragedy attended his last days?

Chapter VII. The Revolt against the Church.

1. How was the "old order changing" at the time of Fra Angelico's death about 1455? 2. What are the principal facts in the life of Fra Filippo Lippi? 3. What were the conspicuous traits of Fra Lippo Lippi's character? 4. What impression does one get from his Annunciation in the Academy at Florence? 5. What change of quality do we detect in his Annunciation in the National Gallery at London? 6. Why was Fra Lippo's use of his wife for the madonna an outrage on the people of his time? 7. To what extent had the custom of introducing portraits into religious art prevailed? 8. How did Fra Filippo Lippi compare with Masaccio?

9. How did Fra Lippi's religious indifference help to introduce a secular spirit into Italian art?

Chapter VIII. The New Program and the Dead Faith.

1. What is George Eliot's definition of humanism? 2. To what inspiring circle did Botticelli find himself attracted? 3. What is the peculiarity of Botticelli's treatment of draperies? 4. What qualities of the Visit to the Magi convince us that Botticelli was a master draughtsman? 5. What fine abilities does he show in his drawing of heads on the Sistine ceiling? 6. What does our author mean when he says there is no prose in Botticelli's art—"Nothing that can be boiled down into horse sense?" 7. How did the Florentine way of expressing emotions in paintings by human beings influence Botticelli's treatment of Spring? How differently from a modern artist? 8. What two common temperaments do we find in the study of the appreciation of art? 9. What great leader dominated the thought of Florence in the closing years of Botticelli? 10. What serious purpose did Ghirlandajo contribute to Florentine art? 11. What was the incident of the long wall ridiculed by Michelangelo? 12. What were Ghirlandajo's real gifts? 13. What influence in Florentine art dwindled and failed to give any soul-stirring message under Ghirlandajo?

Chapter IX. The Contribution of Pisa.

1. Why did the revival of the art of sculpture in Italy take place at Pisa? 2. Who initiated this art in Pisa and what was his masterpiece? 3. Describe this structure. 4. What are some of the marked peculiarities of its sculptures and how are they to be explained? 5. Where is his enthusiasm and progress as a sculptor to be noted in Siena? 6. What striking decoration has his shrine of St. Dominic in Bologna? 7. How extensive was his influence? 8. What contrast do we find in his son, Giovanni? 9. Describe the sculptures at Orvieto doubtfully credited to him. 10. Who was the first important sculptor in Florence? 11. What were Italy's earliest examples of bronze doors? 12. What importance have the 12th century doors of Bonanus at Pisa? 13. What were some of the problems which faced Andrea Pisano in working out the baptistery doors at Florence? 14. Note some of the respects in which he did exceedingly well. 15. How important to art are beauty and realism?

Chapter X. Ghiberti, the Painter in Bronze.

1. What two artists competed for the later bronze doors in the Baptistery at Florence? 2. What were the conditions which the artists had to keep in mind? 3. Describe the main lines of the composition of Ghiberti's competitive panel. 4. Compare these with Brunelleschi's arrangement. 5. How long was Ghiberti occupied in this work? 6. What was its sequel and for how long? 7. What is referred to as Ghiberti's "hand" or sign manual? 8. What is the function of art as illustrated in Ghiberti's Story of the Crucifixion? 9. Why is this composition of Ghiberti's Crucifixion regarded as a masterpiece? 10. What two principles are contrasted in this panel and the adjacent one? 11. How did Ghiberti's style develop in the later doors? 12. What great secret caught by an earlier painter did Ghiberti appreciate and utilize? 13. Why should not a bronze worker attempt to compete with the art of the painter? 14. In spite of this principle, how did Ghiberti

after all develop his theme in masterly fashion? 15. What was Michelangelo's criticism of these doors?

Chapter XI. The New Science.

1. What relation in point of age did Donatello bear to Ghiberti? 2. What marked differences are easily noted between Donatello's St. George and Ghiberti's St. Stephen? 3. What other striking works of sculpture belong to Donatello's youth? 4. What interested Donatello in his study of St. John? 5. How can you account for his extraordinary statue of King David? 6. How is his study of character expressed in the sculpture of his third period? 7. What steadily growing possibilities does he show in his bronze panel of the Feast of Herod? 8. In what way is Donatello and not Ghiberti the spiritual ancestor of Michelangelo? 9. What was the character of Colleoni? Why did Venice erect his statue where she did? 10. What qualities of this statue make it a great work of art?

Chapter XII. Leonardo, the Magician of the Renaissance.

1. What distinction do we make between provincial ideas and genuine principles? 2. How is this illustrated in the case of Botticelli and of Leonardo? 3. What were the circumstances of Leonardo's early life? 4. What were the characteristics of the times in which he lived? 5. How was he dominated by his scientific tendencies? 6. How have art versus science perpetuated themselves in the memory of men? 7. What was the fate of his Battle of Anghiari? 8. What was the tragedy of his color attempts upon the "Last Supper"? 9. What strange weakness was a feature of his nature? 10. What impression did he produce upon his teacher? 11. What was Leonardo's attitude toward story telling in painting? 12. Describe the skilful working out of the triangle as the setting for a picture. 13. What interesting points do you notice in the Battle of Anghiari? 14. How did Leonardo's influence upon composition make itself felt in Florentine art and in that of another great master? 15. What new ideas of the supreme importance of line, light, shade, and color were introduced by Leonardo? 16. How are we affected by these things in art and by the different elements so highly developed in music? 17. What new and great qualities did Leonardo's art reveal in its study of human character? 18. Analyze his grouping of the characters in the Last Supper. 19. What are acknowledged to be the great qualities in the Mona Lisa? 20. In what respects is she not Leonardo's greatest creation? 21. How did Leonardo give to Christian art its "final enfranchisement?"

Chapter XIII. Umbria and Her Artists.

1. How does the location of Umbria indicate the nature of the town? 2. Who was Perugino and where is his well-known Crucifixion? 3. Indicate his chief qualities as an artist. 4. To what extent was Raphael influenced by him? 5. What figure was his first masterpiece? 6. What three madonnas are significant of Raphael's development at Florence under Leonardo? 7. In what does his Madonna of the Goldfinch in the Uffizi convey Raphael's ideal of perfection in the madonna? 8. How is Raphael's unique ability to perfect whatever he assimilates shown in his Madonna del Cardellino? 9. Compare the composition of his Madonna of the Chair with Botticelli's Madonna of the Magnificat. 10. Which of the two pictures has the nobler motive? 11. What is meant

by the ecclesiastical and the nature madonna? 12. What lofty view does Raphael attribute to his Sistine Madonna? 13. What gives to it its unique charm? 14. To what criticism does the Santa Barbara seem open? 15. What relation does this picture seem to bear to the Donna Velate?

Chapter XIV. Raphael in Rome.

1. How was Raphael influenced by his short sojourn in Florence? 2. With what new atmosphere did Rome surround him? 3. What varied opportunities were seemingly thrust in his way? 4. Compare Perugino's ceiling in the Stanze with Raphael's as a piece of decorative work. 5. Why does Raphael's story of the Fire in the Borgo seem unworthy of his powers? 6. What are the redeeming qualities of his fresco on Prudence, Force and Moderation? 7. Describe the Disputa. 8. What limitations are imposed upon a picture by its frame? 9. What did Raphael have to achieve in this picture of the School of Athens? 10. On the whole, how does the Medieval period compare with the Renaissance as between a decorative or a pictorial age? 11. Describe the three processes of a fresco. 12. How did this process prove a temptation to Raphael? 13. How was Raphael's Delivery of Peter from Prison affected by this fact? 14. Why was Giulio Romano unworthy of Raphael's confidence? 15. What was the effect of Raphael's attempt to follow certain of Michelangelo's great creations? 16. What great works did Raphael create even in the days of his less successful painting at Rome? 17. How did Raphael's attempt to do too many things illustrate the spirit of his age? 18. Looking backward, what do we feel was the influence for good exerted by Raphael upon the spirit of his time?

Chapter XV. Art in the School of Lorenzo and Savonarola.

1. What were the circumstances surrounding Michelangelo's family? 2. Who was Michelangelo's first teacher and by what change did he come under Lorenzo's notice? 3. Describe Michelangelo's surroundings at the Riccardi Palace. 4. What effect had Savonarola upon the Medici and upon Michelangelo himself? 5. What two famous works belong to the sculptor's earliest years? 6. What striking effect is produced by his Battle of the Centaurs? 7. What beautiful qualities does the sculptor infuse into his relief of the Madonna? 8. Compare his treatment of the tomb of St. Dominic with the work of Niccolo. 9. What "artistic" patronage awaited Michelangelo in Rome? 10. What characteristic of the times brought him into notice? 11. What were the peculiar difficulties of making a suitable composition for the Pietà? 12. Note some of Michelangelo's methods which made the work not only possible but not displeasing. 13. What remarkable power of mental vision had the sculptor? 14. What significance had the David? What period does it mark in Michelangelo's career?

Chapter XVI. The Great Pope, His Tomb and His Chapel.

1. Describe the character of Pope Julius II. 2. Why is Cellini hardly a reliable critic of Michelangelo? 3. What qualities drew pope and sculptor together? 4. How did Michelangelo express his first enthusiasm for the pope's tomb? 5. What caused the interruption of the work? 6. In what church is the sculptor's Moses to be seen? 7. What impression does this statue at first

make upon the observer? 8. What traits of the pope did the sculptor bestow upon this figure? 9. What final impression do you gain as you study it? 10. What was the possible purpose of the Bound Slave? 11. Compare this figure with that of David—which has the higher quality? 12. What relation had the work on the Sistine Chapel to the "reconciliation" of pope and sculptor? 13. Why did Michelangelo protest? 14. How far did the idea of specialization in art have any recognition at this time? 15. How does the Doni Madonna enforce the idea that Michelangelo was a sculptor? 16. What reasons were there for Michelangelo's unpopularity? 17. What surprising development in the field of foreshortening becomes noticeable at this time? 18. What problem did the Sistine Chapel present to Michelangelo? 19. What new application of an engineering principle did Michelangelo utilize in connection with his scaffold? 20. How did the sculptor show his mastery of the ceiling of the Sistine Chapel in his choice of figures for its adornment? 21. What mysterious subject do we find the chief note of the first panel? 22. Describe the panel separating the dry land and sea? 23. What part is played by the little figures introduced as attendants upon the Creator? 24. How do they suggest the awful power of the creation of Sun and Moon? 25. What striking qualities do you note in the figure of Man in the panel of his Creation? 26. What type of personality does the sculptor give to the Creator? 27. How does he interpret the Story of the Fall? 28. How was the pope's impatience to see the Chapel rewarded? 29. What efforts did Michelangelo's critics put forth to stay his hand? 30. In what attitude has he represented Zechariah and Joel? 31. Why has the figure of Daniel been credited to others? 32. What is Ezekiel represented as perceiving? 33. How is Jeremiah's attitude typical of his thought? 34. What beauty has the sculptor given to Isaiah? 35. What interpretation may be given of Jonah? 36. Which one of the Sibyls appeals to you with greatest force and why? 37. How does the writer sum up the greatest work of these sibylline figures? 38. What is the nature of the four unnamed decorative figures in corners of the chapel?

Chapter XVII. Art Transcendent.

1. How greatly did Michelangelo's later years differ from those of his youthful enthusiasm? 2. What type of men were the later Mediceans? 3. What masterful qualities did the painter show in his treatment of the Last Judgment? 4. What is true of its wonderful suggestiveness? 5. What was the real weakness which it betrayed? 6. How was Michelangelo affected by his relations to both Leo X and Clement VII? 7. What was the culmination of Michelangelo's work on the Medici tomb? 8. What conditions puzzle the beholder who looks upon the sculptures of these tombs? 9. What explanation has been offered for their extraordinary qualities? 10. What lofty view of life was the sculptor striving to make appreciated? 11. What was the closing note of Michelangelo's art?

Talk About Books

NONSENSE DIALOGUES. By Ellen E. Kenyon-Warner. New York: The Macmillan Company. 40 cents net.

A pleasure shared is a pleasure doubled, so when one youngest reader joins another youngest reader in a dialogue there is a great deal more fun than if number one read all by himself and number two listened. Charming little conversations these are, too, with a delightful fillip to the imagination in each one.

CHRONICLES OF AVONLEA. By L. M. Montgomery. Boston: L. C. Page & Company. \$1.25 net.

Charming, and full of delicate humor are these short-stories. Through them runs a thread of unity provided by the setting and by the occasional reappearance of characters—among them Anne—with whom the reader has made previous acquaintance. Anne's portrait in color makes an attractive frontispiece.

A MONTESSORI MOTHER. By Dorothy Canfield Fisher. New York: Henry Holt & Company. \$1.25; postage 10 cents.

To the mothers who have but a vague knowledge of a something wonderful that has emerged in Italy for the education of little children, and who have not had the time or the patience to read the longer and more formal books on the subject, Mrs. Fisher's volume comes as a happy enlightenment. The author had unusual opportunities for observing the Montessori method in Rome and she has had experience in applying it in this country. She is able, therefore, not only to answer questions as to details of technique but also as to the desirability of its use for American children. Self-education and self-dependence lie at the basis of the system, yet self becomes subordinated in the natural give and take of friendly, childish intercourse. The philosophy of the method, the apparatus required, the usefulness of its application to every day living, its element of training for parents are some of the points developed by Mrs. Fisher. The book is informing, entertaining and stimulating, a pleasure to the layman as well as to the teacher and the parent. The illustrations are numerous and helpful.

VALSERINE AND OTHER STORIES. By Marguerite Audoux. New York: George H. Doran Company. \$1.20 net.

Vivid vision and a power of sure and delicate description are the gifts of Mlle. Audoux shown in the group of word pictures which make up this slender volume as in the longer "Marie Claire" which made her reputation. In this collection even more than in the earlier offering these qualities do not seem sufficient to warrant the extravagant eulogy which has been lavished on this newcomer in the ranks of writers. Nevertheless she is welcome, for even an

isolated situation or incident gives an impulse to the imagination when it is told with the simple directness which marks this writer's work. In this collection the name-tale, "Valserine" is a penetrating study of the mind of a smuggler's child, groping to understand facts which grown-up people are afraid to tell her, and driven to the verge of madness by the shock of learning of her father's execution. It is worth reading. The original French is included in this volume, giving opportunity for comparison which shows that the translation is done with discretion and intelligence.

MY PARISIAN YEAR. By Maude Annesley. New York: James Pott & Company. \$2.50 net.

Pleasantly chatty and at the same time informing is "My Parisian Year," a volume which evidently is the result of not one but many years in the world's capital. The writer has all sorts of knowledge of French domestic life with its abandonment to parental affection, its unceasing war with the concierge, and its keen eye on the sou; she is wide-awake to all the street scenes with their "cast" of sellers, midinettes, and tourists; and she knows theaters and races as well as the simpler amusements which delight the complex Parisian. It is his human attitude toward it all that supplies the psychological interest inherent in the photograph.

THE KEYNOTE. By Alphonse de Chateaubriant. New York: George H. Doran Company. \$1.20 net.

This new title, "The Keynote," represents the original "Monsieur des Lourdines" which recently won the Prix Goncourt. This prize is offered by the academy founded by the late Edmond de Goncourt, one of the well-known literary brothers and collaborators, for the encouragement of aspiring writers and is given for the best imaginative work of any stated year. Chateaubriant is a young man whose previous undertakings have attracted little attention, but whose reputation has been made by this tale. If he supports it in his next offering by equal delicate workmanship and a more inevitable plot it may be considered established. The story narrates the anguish suffered by a father and mother of the provinces whose spoiled son brings them to financial ruin by his gay life in Paris. The mother dies of the shock. The father is a soul so gentle that he is unwilling to hurt any living thing, trains his dog to point mushrooms instead of game, and uses the voice of his violin to express his own dumb longings. It is fearful pressure of feeling that forces from him one outburst of rebuke. Even through that his yearning love shines clear and in the end it wins the son. So charming is the tale and so sympathetic the psychology that it seems almost cruel to cast a doubt on the lasting quality of the emotional young man's conversion. The strong emphasis on the parents' regret for the

loss of the family fortune and the far slighter emphasis on their grief for the degeneration of their son's character which had brought about such a result seem disproportionate to the trans-Atlantic mind which does not regard a sou dropped in an omnibus, to quote a recent writer on Paris, as "one of the greatest tragedies that can happen to a Frenchman." The translation is excellent, and in it the book loses little of the delicate detail which makes its charm.

THROUGH SOUTH AMERICA. By Harry W. VanDyke. New York: Thomas Y. Crowell Company. \$2.00 net; postage 20 cents.

South America is a big country and the telling of its story calls for a big book. Mr. VanDyke has met the demand in a volume whose scope, accuracy and charm compel admiration. Written originally for a reading journey in *THE CHAUTAUQUAN*, the material there presented has been added to by an enlarged historical sketch of great value. Mr. VanDyke has made original researches whose results are embodied here and can be found nowhere else in English, while he has had access to the rich stores of the Pan American Union. Hon. John Barrett, Director-General of the Union, furnishes an appreciative and informing introduction. The book is handsomely produced with an elaborate cover, large, clear type, and some forty-odd tinted halftones which illustrate to the eye the vivid word pictures of the text. Each country has a separate chapter, and the whole is made available by a careful index and enriched by a well-selected bibliography.

THE SPELL OF ENGLAND. By Julia deWolf Addison. Boston: L. C. Page & Co. \$2.50 net.

The "Spell Series" has a most interesting addition in Julia deW. Addison's "Spell of England." Evidently spells are not confined to Italy or to France, as any true lover of England can testify. Anyone who can honestly say, as the author does, that there is not a town in England that is not worth a visit, is the one to follow the legend of King Arthur in Tintagel, and in Glastonbury, and to feel the pixies and fairies and gnomes gather in the shady groves. The reader is taken to those less advertised and more romantic spots like Baddesley Clinton and Harlisch Castle, and to the valleys of the Severn and the Wye. Even the well known and much written about places acquire fresh interest when seen through the eyes of a traveler who has a genius for catching humor and romance and beauty. The paper, binding and print are excellent, and the fifty illustrations well chosen.

THE ART OF EDUCATION. By Ira Woods Howerth. New York: The Macmillan Company. \$1.00 net.

The twelve chapters of Professor Howerth's recent book on "The Art of Education" focus on the important subject of "interest."

They reduce education practically to a process of controlling and directing interest and give the most approved methods of doing these things. Differing from Prof. James, the author insists that all necessary work may be made interesting, and that teachers who fail to make schoolroom work attractive to children are lacking in skill. The explanation is added that any stages in the educational process which are in no way connected with the fortunes of the child cannot be made interesting, and should be removed. The art of education is to know how to bring the child into contact with those elements of his environment which shall arouse interest and lead to the activity required for the desired development. After a few dull chapters the reader finds himself in the midst of much material which may be used with profit by those of pedagogical bent.

THE ELEMENTS OF MUSICAL THEORY. A Music Text Book for Intermediate and High Schools. Arranged and compiled by Edward J. A. Zeiner. New York: The Macmillan Company. 40 cents net.

This is a very well arranged and compact little work, admirably adapted for class and individual use. The insertion of blank music pages for the working out of the problems adds to its handiness, and the whole arrangement of the material is stimulating and suggestive. The chapter on Scale Formations is particularly clear and simple, though Mr. Zeiner would have made the relation of major and minor scales even more comprehensible if he had bracketed the sight-singing figures for the minor with those merely denoting the number of degrees (bottom of page 9).

QUARTETTES AND CHORUSES FOR MEN'S VOICES. Edited by George B. Hodge and Hubert P. Main. New York: Association Press. 40 cents, postage 5 cents additional.

Under the direction of George B. Hodge and Hubert P. Main, with the co-operation of the International Association Quartette, "Quartettes and Choruses for Men's Voices" has been compiled. The book includes many of the most popular selections from the repertoire of this famous Quartette. The arrangement of the book is after the manner of the usual miscellaneous collection and one finds football songs, engineers' songs, labor and patriotic songs, folk songs, as well as old popular songs strewn carelessly among some of our most beautiful and sacred hymns. Perhaps this follows the idea of keeping in close touch with one's religion at all times, but for convenience the editors would have done well to provide an adequate and intelligent classification of the material presented. The size is handy and the book is well bound in a dignified green cover with gold lettering.

THE ART OF THE BERLIN GALLERIES. By David C. Preyer, A.M.
Boston: L. C. Page & Company. \$2.00 net.

This is the twelfth volume in that excellent series, "The Art Galleries of Europe." Three preceding volumes have made the writer of this book known to us as a careful and fair minded student of history. "The distinction of the Berlin Gallery," we are told, "lies in its educational value. It possesses the widest range of men whose work is typical of schools and periods." Plainly, then, it is no easy task to write for such a gallery a critical guide that will prove to be useful both to the student and to the more casual sightseer. There is required a thorough knowledge of all artists and schools as well as a spirit of enjoyment easily communicating itself to others, for pictures are intended primarily for purposes of enjoyment and not of classification. Moreover, the results of this knowledge and enthusiasm have to be compressed into a portable volume of three hundred pages. Mr. Preyer has successfully accomplished what he endeavored to do. In the case of every artist mentioned he gives a succinct, critical statement indicating his relative position in the history of art. These statements are, with few exceptions, in accordance with the general opinion of the best critics. About fifty illustrations, well chosen and well reproduced, besides many bits of vivid and truthful descriptions, act as a stimulus to the memory and imagination of the reader.

FRANCE AND THE FRENCH. By Charles Dawbarn. New York: Macmillan Company. \$2.50 net.

Most illuminating is Mr. Dawbarn's analysis of "France and the French" as they appear in modern life. Social tendencies and society's moods, politics, education, the stage, and a dozen other themes of absorbing interest are developed with clarity, good-temper and discretion. The book is widely informing and at the same time excellent reading. Though light to the hand the unnecessary size calls for application of the smashing machine.

PARIS: AS SEEN AND DESCRIBED BY GREAT WRITERS. Edited and translated by Esther Singleton. New York: Dodd, Mead & Company. \$1.60.

Miss Singleton's wide reading has provided her with an admirable choice of selections descriptive of Paris—the old city, the modern city, and special buildings and sections. Famous authors—Hugo, Balzac, de Banville, Gautier, Thackeray, and Houssaye among them—are represented here. The arrangement is such that the book may be used as a guide, which makes it useful as well as instructive and pleasant.

SOUVENIR OF PARIS. By S. L. Bensusan. New York: Dodd, Mead & Company. 75 cents net.

Enriched by over thirty illustrations, a simplified street map and a

sufficient index this "Souvenir" has its use as a means of recognition of buildings and monuments as well as a purveyor of suggestions to the visitor of what buildings and monuments should be seen. Mr. Bensusan (the chapter on "Montmartre" proves that the author is 'Mr.') has written a readable and useful little book.

THE FRENCH REVOLUTION. By Hilaire Belloc. New York: Henry Holt & Co. 75 cents.

The brilliant biographer of St. Francis, Hilaire Belloc, has written a critique of the French Revolution in an unusual form. The personalities of the great leaders make vivid portraits,—Robespierre, the opponent not the maker of the Terror, Carnot the inflexible, Mirabeau the moderate and cautious, Marat the fanatic for democracy. Another quarter of the book is straight narrative for the uninitiated. The wars to 1794, managed by Dumouriez, Danton, Carnot, are described as to the student of strategy. From that point of view the author believes that one must look to comprehend the success of the wondrous upheaval which made real self-government soon possible in Europe. In the concluding portion on Christianity and the Revolution, Belloc earnestly argues that there has been no real war between the Church of Catholicism and the democratic spirit, and that the contest between them during the Great Strife would have been by no means inevitable if the church had then been really alive in France.

THE SOUL OF A TENOR. By W. J. Henderson. New York: Henry Holt & Company. \$1.35 net.

The musical critic of the *New York Sun* has written in "The Soul of a Tenor" a novel provoking thought as well as interest. The plot relates the awakening to a realization of his responsibility to his art of an American tenor who is a magnificent technician swamped in the egotistic belief that the interpreter is greater than the creator. The arousing process is brought about by a love affair with a temperamental prima donna and is achieved at the expense of the man's fidelity to a wife who is immeasurably his superior. Of the characters this wife is the poorest in drawing, her distress at her husband's unfaithfulness being unnaturally minimized and her powers of forgiveness exaggerated to a superhuman degree. It is inevitable that the innocent must suffer for the guilty; the theory is pernicious that the innocent may justifiably be crucified in order that any individual may come to fuller expression of merely his artistic self. The best part of the book is the setting, the Metropolitan Opera House in New York, with its workers, its listeners, its interfering directors' wives, its would-be and its real critics, none of whom, the author insists, are portraits.

MASTER MARINERS. By John R. Spears. New York: Henry Holt & Company. 50 cents net.

A tale of heroes is this tribute to the men who have navigated the seas for profit or for adventure or for war. From Egyptian picture records through mediaeval manuscripts to modern newspaper "stories" the tale is one of individual skill and prowess, and as a resultant, the growth of commerce, of international relations, of inventions, of civilization. This volume is a welcome addition to the Home University Library series.

THE FIRST CHURCH'S CHRISTMAS BARREL. By Caroline Abbot Stanley. New York: T. Y. Crowell & Company. 50 cents net. This little tale sparkles with wit and is alive with human interest from first to last. The story opens with a vivid picture of a "White Christmas" on the wind-swept Western plains. A home missionary and his wife, cultured and refined, are unpacking a worthless Christmas barrel sent with freight unpaid by a wealthy city church.

Part second introduces a genuine missionary meeting in this comfortable First Church where the same barrel is again unpacked; this time in the presence of the donors.

TEACHERS' MANUAL OF BIOLOGY. By Maurice A. Bigelow. New York: The Macmillan Company. 40 cents net.

Maurice A. Bigelow and Anna N. Bigelow have published in previous years "Applied Biology" and "Introduction to Biology" and the slender volume in hand is meant as a help to teachers who are using these books. The suggestions are of the most practical nature and embrace experiments, topics, bibliographies. It should be a highly useful book.

A REPORT ON VOCATIONAL TRAINING IN CHICAGO AND OTHER CITIES. By a Sub-Committee of the Committee on Public Education of the City Club of Chicago. Published by the City Club of Chicago. \$1.50.

For social workers interested in forwarding vocational education and for educators striving to develop the social aspect of school work this volume, the result of intelligent investigation by the City Club of Chicago, will be a handbook of value. A summary of needs is followed by recommendations of measures that may be profitably used in meeting them. The industrial and educational status of Chicago has been scrutinized in detail and compared with corresponding conditions in other cities. Throughout the book stress is laid on the importance of making all changes thoroughly practical and not academic.





Chautauqua Institution

A System of Popular Education

Founded in 1874

by Lewis Miller and John H. Vincent

CHANCELLOR JOHN H. VINCENT

PRESIDENT GEORGE E. VINCENT

DIRECTOR ARTHUR E. BESTOR

EDUCATIONAL COUNCIL

LYMAN ABBOTT, Editor *The Outlook*, New York.

JANE ADDAMS, Hull House, Chicago.

JOHN GRAHAM BROOKS, Cambridge, Mass.

ELMER E. BROWN, Chancellor of New York University.

E. B. BRYAN, President Colgate University.

RICHARD T. ELY, University of Wisconsin.

W. H. P. FAUNCE, President Brown University.

J. M. GIBSON, London, England.

FRANK W. GUNSAULUS, President Armour Institute, Chicago.

G. STANLEY HALL, President Clark University.

JESSE L. HURLBUT, Newark, New Jersey.

HENRY E. LEGLER, Librarian Chicago Public Library.

F. G. PEABODY, Harvard University.

GEORGE ADAM SMITH, Principal Aberdeen University, Scotland.

CHARLES DEAN WILLIAMS, P. E. Bishop of Michigan.

BRANCHES OF THE CHAUTAUQUA SYSTEM

1. Summer Assembly—8 weeks—July and August.

2. Summer Schools—6 weeks—July and August.

3. Home Reading—throughout the year.

CHAUTAUQUA PRESS PUBLICATION DEPARTMENT

Managing Editor, Frank Chapin Bray.

Publications—Chautauqua Home Reading Course, Chautauqua Special Courses, CHAUTAUQUAN Magazine (monthly), *Chautauquan Weekly* Chautauqua Quarterlies *Chautauquan Daily* (July and August).

Officers—Assistant Managing Editor E. H. Blichfeldt; Assistant Editor CHAUTAUQUAN Magazine, Mabel S. C. Smith; Executive Secretary C. L. S. C., Kate F. Kimball; Field Secretary C. L. S. C., Meddie O. Hamilton; Manager Book Store Sales Branch, C. W. Gill; Shipping and Advertising Manager, W. H. Russell.

DEPARTMENT OF INSTRUCTION

President George E. Vincent, Director Arthur E. Bestor, Secretary of Instruction Percy H. Boynton.

DEPARTMENT OF ADMINISTRATION

Director Arthur E. Bestor, Accountant Jessie M. Leslie.

DEPARTMENT OF GROUNDS AND BUILDINGS

Superintendent, George W. Rowland.

General Offices, Chautauqua, New York; New York Office, 23 Union Square; Chicago, 801 Fine Arts Building.

Handwritten text at the top of the page, possibly a title or header.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.

Handwritten text line.



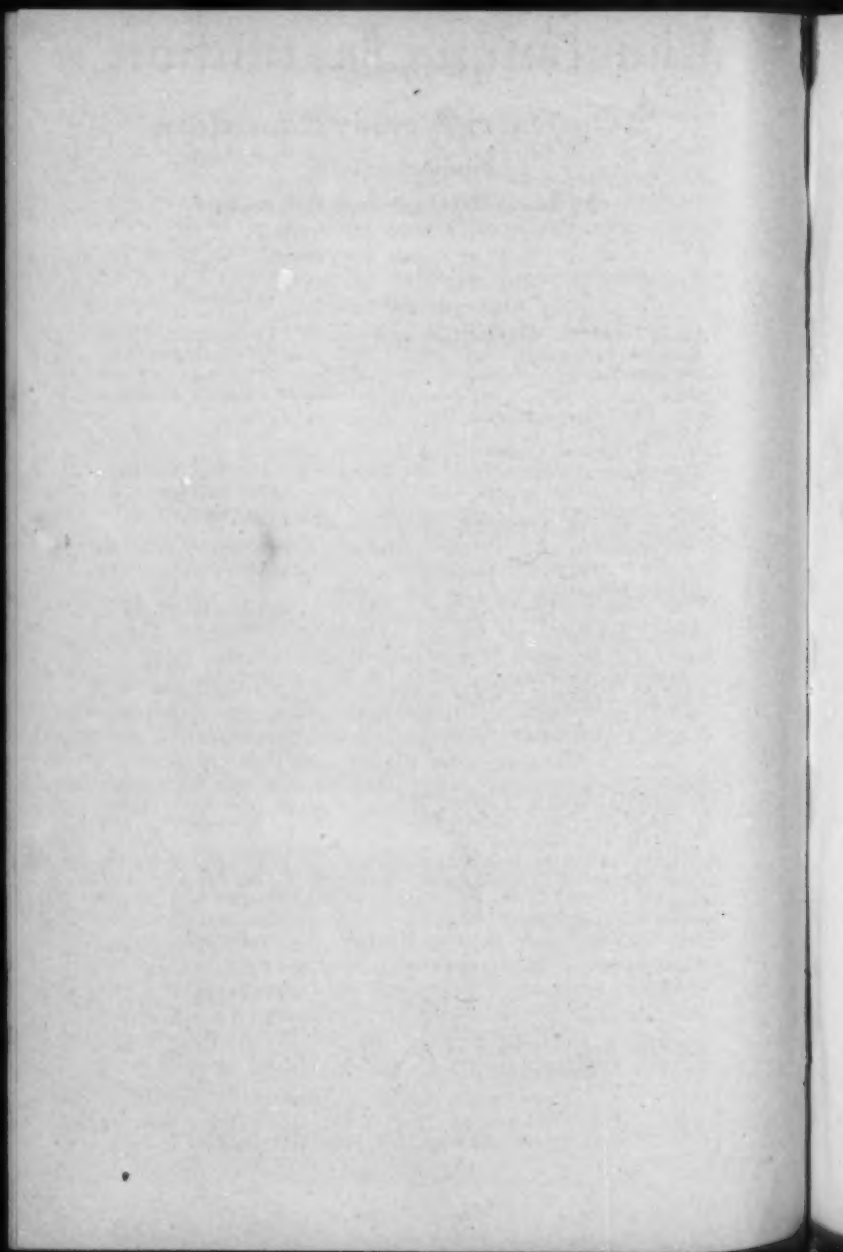
Henry IV



Louis XIII



Louis XIV





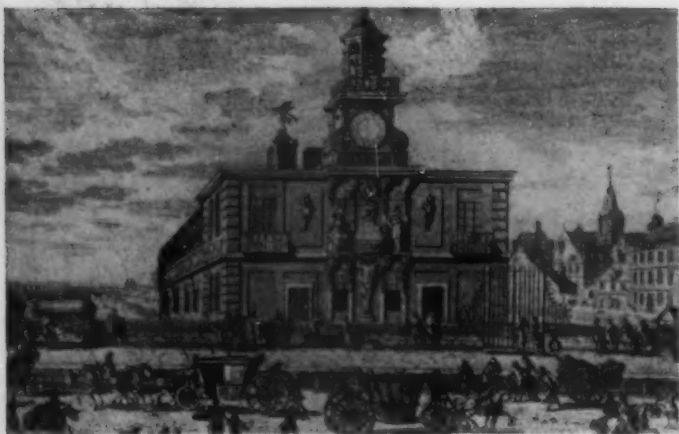
Henry IV



Louis XIII



Louis XIV



The Samaritaine

(From an old print)



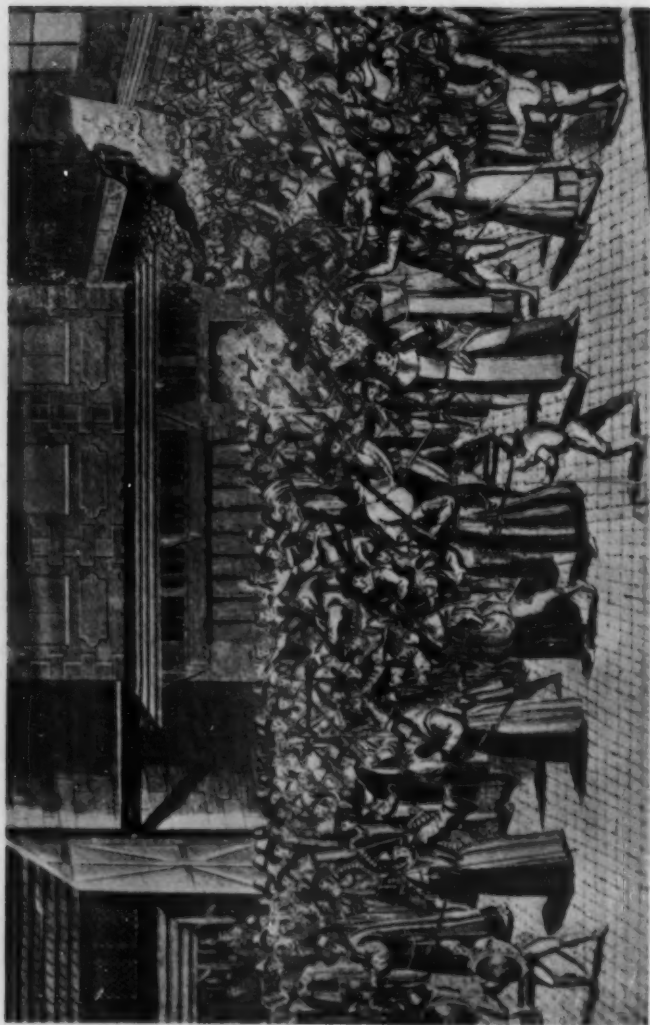
Statue of Henry IV on the Pont Neuf. Madame Roland was born in the house on the right



House in which Victor Hugo lived in the
Place des Vosges



This section of the Louvre was begun by Henry IV to connect the eastern
end of the Louvre with the Tuileries. This is the entrance from
the river-side to the Place du Carrousel



Procession of the League against Henry IV, in 1593
(From an old print belonging to the City of Paris)

Procession of the League against Henry IV, in 1593
(From an old print belonging to the City of Paris)